THE

MASSACHUSETTS TEACHER.

DECEMBER, 1859.

Volume XII. Prof. W. S. TYLER, Editor for this month. Number 12.

PRONUNCIATION OF GREEK.

THE great diversity in the pronunciation of the Greek language, in our country, has suggested the propriety of a few remarks on the subject. The predominant method has been that in use in the English Universities, which pronounces the Greek with the Latin accent, without any reference to the written accent on the Greek words. This is the prevalent pronunciation in the New England Institutions.

There is also what is called the Continental pronunciation, (sometimes the Scotch,) which gives, to the vowels particularly, sounds quite different from the English method, but which commonly has no reference to the written accent. This method is somewhat extensively adopted in the Middle, Western, and Southern States. In addition to these methods, there is a system of pronunciation which adopts the sounds given to the letters by the Continental method, but follows the written accent without reference to the quantity of the syllables, — both of these last being characteristics of the Modern Greek pronunciation. There is still another system which attempts to adopt in full the Modern Greek pronunciation, in the sounds given to the letters, in following the written accents, and in disregarding the quantity.

The original pronunciation of the Greek is lost, and there is, consequently, no standard to which we can refer as the true one.

Hence arises the great diversity in the systems adopted. This diversity is not new; there was a fierce dispute on the subject, in the sixteenth century, between the advocates of the system of Reuchlin, and those who defended that of Erasmus.

The earliest system known in modern times was that of Reuchlin. This, in its principal features, corresponded with that of the Modern Greek. It was the pronunciation which the Greek scholars of Constantinople, when driven from home after the fall of their city, taught in Western Europe. This was made known to the Germans by the eminent Greek scholar Reuchlin, who had studied Greek in Italy and France with the Greeks who had found refuge there. The advocates of this pronunciation were called *Iotacists*, because of the prevalent sound of *Iota* in this system, six vowels and diphthongs having the sound of that letter. As the language came to be more extensively and thoroughly studied, there was a growing dissatisfaction with the tameness of a pronunciation which gave the same sound to six vowels and diphthongs. Prominent, though not the earliest among those who opposed this pronunciation, was Erasmus, of Rotterdam. Against the system then prevalent, he wrote an able treatise in the form of dialogue, which excited much interest, and soon led to the general adoption of the method of pronunciation recommended by him. The Erasmian method, in its leading features, is the one still generally adopted on the Continent of Europe; the one which was received by the English Universities, and through them became the prevailing system in our own country. Those who adopted the method of Erasmus were called *Etacists*, from the pronunciation which they gave to the letter η. Each of these systems found zealous advocates, and the contest was maintained for many years both on the Continent, and in England. In the end, the Erasmian method prevailed and became the almost exclusive one, except among the native Greeks.

Since the Modern Greek has begun to assume more importance, and has become a purer language by rejecting many elements which had crept into it from other languages, there has been a growing impression that, by adopting the Modern Greek pronunciation, there would be a somewhat close approximation to that of the Ancient Greek. But the approximation would be mainly in pronouncing by the written accent of the Greek, instead of follow-

ing the Latin accent, as has been generally done on the Continent, in England, and in this country. In the Ancient Greek, the pronunciation was regulated both by the written accent and the quantity. For example, in ἄνθρωπος the accent on the antepenult and the quantity of the penult were both regarded. But this we cannot do; we observe the quantity of the penult and say ἀνθρώπος, wholly disregarding the written accent of the Greek; while the Modern Greek disregards the quantity of the penult, and pronounces the word as if it were written ἄνθρωπος. Here is a marked departure from the Ancient Greek pronunciation, which respected both accent and quantity.

Again: the Modern Greek has corrupted the vowel-sounds of the Ancient. It cannot be reasonably claimed that we hear the vowels pronounced at Athens to-day as her orators pronounced them in her best days. One cannot imagine that a language so flexible as the ancient Greek, capable of expressing every variety and shade of thought, should have had so cramped and monotonous a pronunciation as to give the sound of our *e* to η, ι, υ, ει, οι, and υι, as is the case in the Modern Greek. Or, looking at the subject from another point of view, — how little connection have those who speak Greek at the present day with the contemporaries of Pericles and Demosthenes! What varied nations have held possession of the land of the old Greek, either crowding out the former possessors or amalgamating with them! What hordes of barbarians crowded in from the North, and settled in Greece, the ancestors of those who now claim to be called Hellenes! How large an infusion of pure Hellenic blood, can it be supposed, is found in the veins of their descendants? If the people have so changed, is it to be imagined that the language and its pronunciation have not changed also? The language of an uneducated Greek of the present day bears a very slight resemblance to the ancient. It is true that the language of the scholars of Greece is becoming more pure and more worthy of attention; but however much it may come to resemble the ancient in its use of words, forms, and idioms, the true original pronunciation is just as doubtful as before. No investigation into the history or genius of the language will ever restore the lost tones with which it was once uttered.

Is anything to be gained, then, by a change of pronunciation in

our schools? Will our scholars have more enthusiasm in the study of the language? Will their ears be trained to a more delicate appreciation of the harmony and rhythm of the language? No one will claim this. Is it not, indeed, undesirable to make such a change in our habits of pronouncing Greek, as entirely to disregard the quantity, so far as it has hitherto been observed, and follow the written accent of the Greek? An eminent Greek scholar of our country, himself a native of Greece, has expressed the opinion that there is not sufficient ground to make the change. The only advantage which can be reasonably claimed is the desirableness of uniformity in the method of pronunciation. If this could be attained without any positive loss, it would be desirable. But there is little hope that this can be practically realized. Oxford and Cambridge will still adhere to the pronunciation which, by its long-continued use, is as familiar and as much cherished as the sounds of the good Old English. Other Institutions in Great Britain, and elsewhere, would reluctantly come into a change where no positive advantage is to be gained. And, if we were to have a "congress" of scholars to fix upon a uniform standard, not even then could we look for any such uniformity as would fully secure the end sought. The English and American, the German, French, and Italian, would each have some features different from the other, so that the familiar words, as pronounced by a Frenchman, would often have a strange sound to the ears of an Englishman or an American, — the particular method of pronouncing the different languages modifying, more or less, the common standard which may have been agreed upon for pronouncing the Greek.

Our efforts, as teachers, therefore, can be better directed in endeavoring to study the language itself more thoroughly and comprehensively, in understanding its most delicate shades and features, than in the vain attempt to approximate to the ancient pronunciation, or in the hope of establishing in the different countries, where Greek is studied, a uniform pronunciation.

S. H. T.

THERE are 4,000,000 students and 150,000 teachers in the public schools of the United States. There is one student for every five free persons.

THE MICROSCOPE AS AN INSTRUMENT OF EDUCATION.

[As an appropriate sequel to the preceding matter from the pen of the great expositor of nature, to whose instructions American teachers are so largely indebted, the following invaluable suggestions from the eminent English physiologist, Dr. Carpenter, equally the friend of science and of education, we transcribe from his noble work, "The Microscope and its Revelations."

The observations of Professor Agassiz afford all needed aid to teachers who are charged with the guidance of the young mind in its first steps of progress, and whose office it is, or should be, early to win the heart to the love and the study of nature. But it is not in the first stages of education only that a larger allowance of time and attention than heretofore assigned is needed both for mental culture and enjoyment. The active, restless, and craving spirit of early youth demands a wider scope for exertion than our customary and limited course of academic and preparatory training provides. To the teacher who looks with an intelligent eye on this particular stage of educational life with its peculiar wants, its urgent need of invigorating and healthful activity, its comparative inability to sustain severe application and continuous cerebral excitement, its yearning for freedom, its instinctive struggling against restraint, its susceptibility to the beauty and the life of nature, its passion for adventure and exploration, its ardent desire of that species of knowledge which becomes a conscious personal possession as the fruit of personal observation and endeavor; to the teacher who is not a mere drill-master, but a worthy educator, the open field of nature is known to be a resort quite as important as the school-room for all the best purposes of education.

The number of our preparatory classical schools in which natural science is allowed its just claims, is, happily, every year increasing. But a wider extension of the salutary influence of this reformation is yet greatly needed. In too many of our city schools and village academies we still see pale and feeble youth creeping, from day to day, book in hand, to the recitation-room; — seldom resorting to field, or forest, or river bank; — pursuing the same routine during the college course, till they who have "come like shadows, so depart." How often, in New England, may the history of youth's ambition and parents' hopes be thus briefly written! For such a state of things the free, health-giving, life-giving study of open nature is the surest of remedies; and the microscope is the magnet which irresistibly draws the book-weary and languid student from the desk and the stove to the genial and inspiring scene where Nature keeps her treasures of wonder and delight.

The following extracts from Dr. Carpenter will, we feel assured, be read with peculiar interest by all who are aware that, throughout the British dominions, education owes to him the invaluable aid of the microscopes which his scientific skill and ingenuity and his liberal spirit have enabled both teachers and pupils to enjoy in perfect forms and at moderate cost.

To avoid the necessity of extending our extracts to too great length for our limited space, and, at the same time, to prevent obscurity as regards the allusion in

the commencement of the following paragraphs, we need only to remind our readers that the author, in his previous remarks, had been referring to the *cell*, as the primitive form of life.]

THE USE OF THE MICROSCOPE AS AN AID TO THE STUDY OF NATURE.

"THE physiologist, not confining his enquiries to man, pursues the like researches into the developmental history of other living beings, and is soon led to the conclusion that the same is true of them also; each animal as well as each plant, having the same starting point in the single cell; and the distinctive features by which its perfected form is characterized, how striking and important soever these may be, arising in the course of its development towards the condition it is ultimately to present. In the progress of that evolution, those fundamental differences which mark out the great natural differences of the animal and the vegetable kingdoms respectively, are the first to manifest themselves; and the subordinate peculiarities which distinguish classes, orders, families, genera, and species, successfully make their appearance, usually, (but not by any means constantly,) in the order of importance which systematists have assigned to them. And it is in thus pursuing, by the aid which the microscope alone can afford to his visual power, the history of the organic germ, from that simple and homogeneous form which seems common to every kind of living being, either to that complex and most heterogeneous organism, which is the mortal tenement of man's immortal spirit, or only to that humble protophyte or protozoon, which lives and grows and multiplies without showing any essential advance upon its embryonic type, that the physiologist is led to his grandest conception of the unity and all comprehensive nature of that Creative Design, of which the development of every individual organism, from the lowest to the highest, is a separate exemplification, at once perfect in itself, and harmonious with every other.

"It has been the purpose of the foregoing sketch, to convey an idea, not merely of the services which the microscope has already rendered to the *collector of facts*, in every department of the science of life, but also of the value of these facts as a foundation for

philosophical reasoning. For it is when thus utilized, that observations, whether made with the microscope or with the telescope, or by any other instrumentality, acquire their highest value, and excite the strongest interest in the mind. But as it is not every one who is prepared by his previous acquirements to appreciate such researches, according to the scientific estimate of their importance, it may be well now to address ourselves to that large and increasing number, who are disposed to apply themselves to microscopic research as amateurs, following the pursuit rather as a means of wholesome recreation to their own minds, than with a view to the extension of the boundaries of existing knowledge; and to those in particular who are charged, whether as parents or as instructors, with the direction and training of the youthful mind.

"All the advantages which have been urged at various times, with so much sense and vigor,* in favor of the study of Natural History, apply with full force to microscopical inquiry. What better encouragement and direction can possibly be given to the exercise of the *observing* powers of a child, than to habituate him to the employment of this instrument upon the objects which immediately surround him, and then to teach him to search out novelties among those less immediately accessible? The more we limit the natural exercises of these powers, by the use of those methods of education which are generally considered to be specially advantageous for the development of the intellect, — the more we take him from fields and woods, from hills and moors, from river-side and sea-shore, and shut him up in close school-rooms and narrow play grounds, limiting his attention to abstractions, and cutting him off, even in his hours of sport, from those sights and sounds of Nature, which seem to be the appointed food of the youthful spirit, the more does it seem important that he should, in some way, be brought into contact with her, that he should have his thoughts sometimes turned from the pages of books to those of Creation, from the teachings of man to those of God. Now if we attempt to give this direction to the thoughts and feelings in a merely *didactic* mode, it loses that spontaneousness which is one of its

* By none more forcibly than by Mr. Kingsley, in his recent little volume, entitled "Glances, or the Wonders of the Shore."

most valuable features. But if we place before the young a set of objects which can scarcely fail to excite their healthful curiosity, satisfying this only so far as to leave them still inquirers, and stimulating their interest, from time to time, by the disclosure of such new wonders as arouse new feelings of delight, they come to look upon the pursuit as an ever fresh fountain of happiness and enjoyment, and to seek every opportunity of following it for themselves.

"There are no circumstances or conditions of life which need be altogether cut off from these sources of interest and improvement. Those who are brought up amidst the wholesome influences of a country life have, it is true, the greatest direct opportunities of thus drawing from the natural creation the appropriate nurture for their own spiritual life. But the very familiarity of the objects around them prevents these from exerting their most wholesome influence, unless they be led to see how much there is *beneath the surface* even of what they seem to know best; and, in rightly training them to look for this, how many educational objects, — physical, intellectual, and moral, — may be answered at the same time!

"'A walk without an object,' says Mr. Kinsley, 'unless in the most lovely and novel scenery, is a poor exercise, and as a recreation utterly *nil*. If we wish rural walks to do our children any good we must give them a love for rural sights, an object in every walk; we must teach them — and we can teach them — to find wonder in every insect, sublimity in every hedge-row, the records of past worlds in every pebble, and boundless fertility upon the barren shore; and so, by teaching them to make full use of that limited sphere in which they now are, make them faithful in a few things, that they may be fit hereafter to be rulers over much.'

"What can be a more effectual means of turning such opportunities to the best account, than the employment of an aid which not only multiplies almost infinitely the sources of interest presented by the objects with which our eyes are most familiar, but finds inexhaustible life where all seems lifeless, ceaseless activity where all seems motionless, perpetual change where all seems inert? Turn, on the other hand, to the young who are growing up in our great towns, in the heart of the great metropolis, whose range of vision is limited on every side by bricks and mortar, who rarely see a

green leaf or a fresh blade of grass, and whose knowledge of animal life is practically limited to the dozen or two of creatures that everywhere attach themselves to the companionship of man, and shape their habits by his. To attempt to inspire a real love of Nature by books and pictures, in those who have never felt her influences, is almost hopeless. A child may be interested by accounts of her wonders, as by any other instructive narrative; but they have little of *life* or *reality* in his mind, — far less than has the story of adventure which appeals to his own sympathies, or even than the fairy tale which charms and fixes his imagination. But here the microscope may be introduced with all the more advantage, as being the only means accessible under such circumstances, for supplying what is needed. A single rural or suburban walk will afford stores of pleasurable occupation for weeks, in the examination of its collected treasures. A large glass jar may be easily made to teem with life, in almost as many and as varied forms as could be found by the unaided eye in long and toilsome voyages over the wide ocean; and a never-ending source of amusement is afforded by the observation of their growth, their changes, their movements, their habits. The school-boy thus trained, looks forward to the holiday which shall enable him to search afresh in some favorite pool, or to explore the wonders of some stagnant basin, with as much zest as the keenest sportsman longs for a day's shooting on the moors, or a day's fishing in the best trout stream; and with this great advantage over him, that his excursion is only the beginning of a fresh stock of enjoyment, instead of being in itself the whole.

"This is no imaginary picture, but one which we have constantly under our eyes; and no argument can be needed to show the value of such a taste, to such, at least, as have set clearly before their minds, the objects at which they should aim in the great work of education. For we have not merely to train the intellectual powers, and to develop the moral sense, but to form those tastes, — those "likes and dislikes," which exercise a more cogent influence on the conduct, than either the reason or the mere knowledge of duty. It is our object to foster all the higher aspirations, to keep in check all that is low and degrading. But the *mind* must have recreation and amusement; and the more closely it is kept by the

system of education adopted, to the exercise of any one set of powers, the more potent will be that reaction which will urge it, when restraint is removed, to activity of some other kind; and the more important is it that this reaction should receive a direction to what is healthful and elevating, instead of to what is weakening and degrading. It is quite a mistake to imagine that those evil habits which result from a wrong exercise of the natural powers, a wrong direction of the natural tendencies, can be effectually antagonized by the simple effort at *repression*. The constant exercise of external coercion, or of internal restraint, tends to keep the attention directed towards the forbidden object of gratification; the malady is only held in check, not cured, and it will break out, perhaps with augmented force, whenever the perpetually present impulses shall derive more than ordinary strength from some casual occurrence, or the restraining power shall have been temporarily weakened. The only effectual mode of keeping in check the *wrong*, is by making use of the same powers and tendencies in a *right* mode; by finding out objects whereon they may be beneficially exercised, and by giving them such a direction and encouragement, as may lead them to *expend themselves* upon those, instead of fretting and chafing under restraint, ready to break loose at the first opportunity. There is no object on which the youthful energy can be employed more worthily, than in the pursuit of knowledge; no kind of knowledge can be made more attractive than that which is presented by the works of Creation; no source is more accessible, no fountain more inexhaustible; and there is none which affords, both in the mode of pursuing it, and in its own nature, so complete and beneficial a diversion from the ordinary scholastic pursuits.

"If there be one class more than another which especially needs to have its attention thus awakened to such objects of interest as, by drawing its better nature into exercise, shall keep it free from the grovelling sensuality in which it too frequently loses itself, it is our laboring population, the elevation of which is one of the great social problems of the day. On those who are actively concerned in promoting and conducting its education, the claims and advantages of the study of nature can scarcely be too strongly urged, since experience has fully proved — what might have been *a priori* anticipated — that where a taste for this pursuit has been *early*

fostered by judicious training, it becomes so completely a part of the mind that it rarely leaves the individual however unfavorable his circumstances may be to its exercise, but continues to exert a refining and elevating influence through his whole subsequent course of life.

"Now, for the reasons already stated, the microscope is not merely a most valuable adjunct in such instruction, but its assistance is essential, in giving to almost every natural object its highest educational value; and whilst the *country* schoolmaster has the best opportunities of turning it to useful account, it is to the *city* schoolmaster that in default of other opportunities, its importance, as an educational instrument, should be the greatest. It was from feeling very strongly how much advantage would come from the introduction of a form of microscope, which should be at once *good* enough for educational purposes, and *cheap* enough to find its way into every well-supported school in town and country, that the author suggested to the Society of Arts, in the summer of 1854, that it should endeavor to carry out an object so strictly in accordance with the enlightened purposes which it is aiming to effect; and this suggestion having been considered worthy of adoption, a committee, consisting chiefly of experienced microscopists, was appointed to carry it into effect. It was determined to aim at obtaining two instruments: a simple and a low-priced microscope for the use of scholars, to whom it might be appropriately given as a reward for zeal and proficiency in the pursuit of natural history, not in books, but in the field; and a *compound* microscope for the use of *teachers*, of capacity sufficient to afford a good view of every kind of object most likely to interest the pupil, or to be within the reach of the instructor. Notwithstanding the apprehensions generally expressed, that no instruments at all likely to answer the intended purpose, could possibly be produced at the prices specified, the result has proved the fallacy; for among several instruments of greater or less efficiency, sent in competition for the award, the committee was able to select a simple and a compound microscope, fully answering their expectations, and henceforth to be supplied to the public, at a cost so low as to place these instruments, (it may be hoped,) within the reach of almost every one to whom they are likely to be of service.

"It is not alone, however, as furnishing an attractive object of pursuit for the young, — fitted at once to excite a wholesome taste for novelty, ever growing with what it feeds on, and so call forth the healthful exercise of all those powers, both physical and mental, which can minister to its gratification, — that natural history studies in general, and microscopic inquiry in particular, are to be specially commended as a means of intellectual and moral discipline; for there is no capacity, however elevated, to which they do not furnish ample material for the exercise of all its best powers, no period of life which may not draw from them its purest pleasures."

MAP DRAWING.

MAP DRAWING should be more practiced in teaching Geography. No other exercise is so serviceable in imprinting upon the mind of the pupil, that *mental picture* of the shape and relative position of the different countries and divisions of water, which is so necessary for a profitable knowledge of Geography. Much of the instruction given in this branch, is like water taken up in a basket — soon lost forever. A greater part of the early instruction should be done with the Globe, and by exercises in Map Drawing. Not Map-tracing or copying, of course, but independent Map Drawing. The exercises should be such that the pupil shall be able to draw any country, without a map "to copy from," so that the size, shape, and other important features shall be correct. Practice and judicious instruction will give almost any pupil that ability in a short time. When once acquired, it is worth volumes of "descriptions" arbitrarily and parrot-like committed to memory, soon to be forgotten.

Two things we need not fret about: one, that which we can help, and the other, that which we can not help. If we can help a matter, it is our duty to do it without fretting; if we can not help it, fretting will not mend it.

SPELLING FOR ADVANCED PUPILS.

As the exercise of spelling for advanced pupils is now conducted in many of our schools, it is deficient in two very important particulars. It is not frequent enough, and pupils do not spell a sufficient number of words. Pupils of all ages ought to spell *every day*, even in High Schools, Academies, and first-class Grammar Schools, where in many cases it is much less frequent. A weekly, semi-weekly, or any other *occasional* spelling exercise, is not often enough. Such is the peculiarity of our language, that but few general rules for spelling can be given. A good speller must become so, mainly by dint of memory and continual drill.

For want of time, the exercise, if an oral one, is generally too short. But few words can be actually spelled by each pupil. Listening to the spelling of others may be, and is beneficial; but to a far less extent than spelling for ourselves. This want of time can be, in a great measure, avoided, by having the words written instead of being spelled orally. But little ingenuity is necessary on the part of the teacher, to conduct the exercise so as to make it a time saving one. Let the words be written on slates, or slips of paper, and after the pupils have exchanged their slates or papers, let the words be read aloud and corrected; or, which seems preferable to us, let them be written on paper, with the pupils name at the head of the slip; and then let a pupil called up at random read the words while others check on their respective lists, those words they have missed, and write them out *correctly* on the back of the paper. The slips should then be collected and passed to the teacher, that it may be known if the work is done neatly, honestly, etc. In this way fifty or even seventy-five pupils in a Grammar or High School, may spell from fifteen to forty words each, *daily*, and never occupy more than *ten minutes* at a time, this accustoms one to the kind of spelling that must be practiced in after life. Many children will spell well orally, from a habit of associating the orthography of a word with the sound of it in spelling aloud. Such, however, are not always correct or ready spel-

lers when called upon to write. It is only in writing, of course, that proficiency in spelling can be considered of any real or practical benefit.

DISTRICT-SCHOOL SONG.

We have a song to sing to you,
You 'll like the tune we know,
'T is all about the District School
To which we used to go.
We did a smashing business then
Of doors and window sash —
But times have greatly changed since then,
We let alone the glass.

Chorus—But the love of study now,
Not found in days of yore,
Has made the school a different place,
From what it was before.

It then was thought to be all right
To idle time away,
And teachers, too, would flog and whip,
Full forty boys a day;
And when a boy had ciphered quite
As far as Rule of Three,
They thought he was so talented
That the President he 'd be.

Chorus—But the love of study, etc.

But now we cipher through the book,
And then go through again,
And think to learn Arithmetic
Requires but little brain.
Then Algebra we next depict,
And think the task but small;
Of all the books we have so many,
We cannot mention all.

Chorus—But the love of study, etc.

Our teachers now but seldom whip,
Or use the maple rule;
They never scold or fret about,
But keep a quiet school.
And when a lad will not obey,
We think he is a clown,
The teacher calmly takes the rod,
And smooths his temper down.

Chorus—But the love of study, etc.

The school-room too is not the place
It was in days of old,
With hats to fill the broken panes,
And cracks to catch the cold.
The benches now are not too high,
For twenty pair of feet,
The corners are not whittled sharp,
To make them small and neat.

Chorus—But the love of study, etc.

Our patrons come to see us now,
And bring their friends along,
They cheer us with their pleasant smiles,
We greet them with a song.
The school we find a pleasant place,
Where boys behave like men,
And girls, there 's not an idle one,
Where once were counted ten.

Chorus—But the love of study, etc.

Now, we presume you all will ask
How has it come about,
That we 've so changed the District School,
And altered it throughout?
We answer that 't was brought about
By blackboard, chalk, and scholars;
By teachers, too, and, parents, you
Have done it with your dollars.

Chorus—But the love of study now,
Not found in days of yore,
Has made the school a different place,
From what it was before.

North Carolina School Journal.

EXTRACTS FROM "DWIGHT'S HIGHER CHRISTIAN EDUCATION."

"THE true teacher loves his work. Others may move, as so many do, discontentedly through their daily duties and experiences; as, in the days of Horace, 'Said the soldier, oh the fortunate merchants; and the lawyer praised the farmer; and the farmer cried out that they only were happy who lived in the city.' But he, as each new morning opens its golden gates before him for action and enjoyment, comes forth from the chamber of his repose to his loved work, like a strong man rejoicing to run a race. How can one, on whose neck his daily employment, and with it his daily existence, hangs as an unwilling weight, stand up worthily in his appointed lot? Both God and man love cheerful givers and cheerful workers. The true teacher, like the true poet or preacher, who cannot but speak the things that he has seen and heard from above, teaches because he must. Woe is unto him if he teaches not, as said the apostle, woe was unto him if he preached not the gospel. Although many wonder what charms he can find in what they deem so laborious and thankless an employment, all its heights are to him of Alpine grandeur, and all its breadths of ocean-width. His very estimate of the exceeding glory of his calling, is itself his special anointing for it from on high; the fire that is in his heart, has been kindled by a hand divine. He not only sees a vastness of dimensions which others do not comprehend, in the sphere of happy toil to which God has beckoned him, but also an infinite fulness of details, ever inviting his attention and pleasure, which their feeble vision cannot traverse. They having eyes, see not, and having ears, hear not the things which rivet and ravish his thoughts. As with all men sent of God on a special errand to the world, his impulse to action in his chosen work is not that of a cool determination to make in his life as it were a geometrical demonstration of some theorem of duty, but a spontaneous, native, ever-glowing force, divine alike in its origin and in its aim. * * * The proper governors, and leaders, and great men of the world, are made by the same great Being who made the mountains and the seas, and who certainly would be quite as apt

to provide society with an abundance of its higher resources and endowments, as to furnish, as He everywhere has done, any of its separate and subordinate elements and appliances in such a way, which yet themselves exist only for its sake. Happy is that community which knows how to find and to use the leaders prepared for it of God. They carry all their ensigns of nobility within them, and not upon them for mere outward show. Yea! happy is that community which does not, by artificial restraints, repress their native consciousness of their true position in their age, or lead them away by false lures from their designated work of high and holy leadership to their generation.

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"Neither the State, nor the Church, nor any considerable portion of the community at large, are at all alive to the claims of the great cause of education, whether in its special or its general forms. If the affairs of business or of government had as little watchful interest bestowed upon them, they would be in a state of general anarchy. There is, indeed, considerable noise made about our educational machinery at times, and in some places there is not a little clatter in its actual operations; but the product, in all high degrees, is certainly very small. * * * * *

"The strife is everywhere, undisguisedly, for numbers in nearly all our institutions; and to this idea everything like an elevated standard of requirements is generally sacrificed, so that admission shall be easy; and all vigorous closeness of drill, as of stern requisition, is afterwards relaxed, so that the student shall have no argument, from intellectual uncomfortableness in his position, for leaving it."

NEW YORK CITY pays this year to the State, a school-tax of $398,417, while it receives back for the support of its own schools, only $153,583. Thus, in five years, the city has paid over a million of dollars for the support of schools in other sections of the State. The reason of this unequal burden is, that the tax in the State is laid according to the value of property, while the apportionment for schools from the general State Fund is made according to the number of children, and the country has more children, in proportion to its wealth, than the city.

A MODEL TEACHER.

THE great Athenian Philosopher, whom the Oracle, "well instructed," pronounced the "wisest of men," was a teacher by profession, and, in many respects, a model teacher. We do not mean to say that he shut himself up within the brick walls of a modern schoolhouse, and taught the children of the district to "read, write, and cypher," six hours in a day. But all day long, and day after day, as he fell in with his countrymen, especially the youth of Athens, in their shops and stores, in the streets and market-places, he made a business of drawing them into close, personal conversation, awakening their faculties, developing their ideas, forming their character,—in a word, *educating* them for their life-work. He was the educator of the masses of the people. At the same time, he attached especially to his person a select circle of noble youth, whom he modestly called his *associates*, but who were proud to call him *master*. These, and others who were attracted to him, whether by his singularities or by his virtues, he continued to teach, by precept and by example, in literature, philosophy, and the business of life, till he reached the age of threescore years and ten, not only making it his daily business and his life-long profession, but deeming it his mission,—the work which he was sent into the world to accomplish,—and therefore his sacred duty, from which nothing could deter or divert him, from which he must not and would not turn aside. Such a man would, in some respects, be more exactly the model of a teacher in a private than in a public school, and in the higher rather than the lower seminaries. But his general ideas and methods are of universal application, and they are the very *beau ideal* for the teacher, provided only they are applied with sound discretion and good common sense. A bare statement of some of these ideas and methods is all that will be admissable in the pages of this journal. Some of these are suggested by what has been already said.

1. Socrates felt himself *called* from on high to engage in the work of a teacher. He was moved and impelled towards it by an irresistible impulse, which, as he fully believed, was breathed into him from heaven. Nay, he was *born* for it, summoned to it early

by the voice of God, and put into it by the providence of God, so that to leave it were to run away from duty, as palpably as to desert the post at which, as a soldier, he had been placed by his commander. At the same time, he thought it to be the greatest and best of all works, underlying business, society, politics, and religion, fitting the man for every duty and relation of life, and, what far transcends and outlasts all his relations, forming the man himself for his mortal and immortal existence.

Teaching, like preaching, is more than a business, though too often it is made not even so much as that; — more than a profession, though too few elevate it even to the rank of a profession; — more even than a life work. It is a holy calling, a divine mission; and unless a person feels something of this high preference for it — something of this hallowed and impassioned impulse towards it, he is neither called nor qualified to engage in it. We beg leave to suggest, whether our school committees, like our ecclesiastical councils, should not examine candidates as to their "motives in entering the profession," and if they propose to engage in it as a mere temporary, money-making business, or because it holds out to them the prospect of "a living," not license them so to desecrate the sacred office.

2. Socrates felt his daily and constant dependence on the divine blessing for success in his work. Not a pupil would he receive without asking counsel of God in prayer. Not a lesson could he teach, unless he were himself guided and taught from above. He could create no new faculties in the soul of his pupils; he could only awaken and discipline the faculties which God had given them. He could impart no new ideas, no proper instruction, no real knowledge to their minds; he could only develop the ideas, the sentiments, the tendencies, they had within them. And this he could do, only as God enabled him to adapt his methods to each individual pupil, and crowned those methods with his efficacious blessing.

If any one should be modest, humble, teachable, prayerful, in one word, truly pious, it should be he or she, whose work it is to open the tender buds and unfold the delicate blossoms of the human spirit, which may be torn by a rude touch, chilled by a cold atmosphere, or poisoned by a noxious breath. If they were

at all sensible of the work that is daily going on in the schoolroom, neither teacher nor pupils would dare commence the day without reading the Scriptures and prayer for divine guidance.

3. It scarcely need be added, that Socrates aimed, not merely to cultivate the intellect, but to form the whole character of the youth with whom he associated. Nay, he reckoned the formation of the character prior in order of time as well as of importance to the cultivation of the intellect, knowing that the character is ordinarily formed and fixed in its essential elements earlier than the mind is matured, and that knowledge, without virtue, is power only to injure the community and ruin the possessor.

How would many a teacher tremble and shrink appalled from the sight, if the veil of futurity could be lifted, and he could see, that in imparting knowledge and intellectual power to this gifted youth, or that seemingly innocent child, he is only arming a criminal to wage war upon society, and a suicide to destroy himself.

4. At the same time, Socrates had the right idea of *intellectual* culture, as the *education*, that is, the *drawing out* and development of the faculties by appropriate exercise and discipline, rather than the communication of any amount of knowledge, however valuable, in literature, science, and art. Like a spiritual midwife, as he playfully styled himself, it was his office simply to aid the youth under his influence in giving birth to their innate ideas of the true, the beautiful, and the good, to awaken their powers of thought, feeling, and action, and give them a right direction. The rest, — the thinking, feeling, and acting, — the *work*, the study, the self-culture and the knowledge, power, and character, which result all depended on the individual pupil and the blessing of God.

The teacher can hardly cherish too exalted a sense of his responsibility; but if he associates any such ideas as infallibilitiy or omnipotence with himself, or his methods, or his profession, the sooner he gets rid of them the better. The teacher can show the way, but the pupil must travel the road; the teacher can give hints and clews, but the pupil must work out the problem for himself.

5. As a natural consequence of this idea of education, Socrates did not labor to cast all his pupils in the same mould; he chose to leave them as unlike in their individual characters and manifesta-

tions as God had made them in their physical and mental constitution; and a Zeno and a Euclid, a Plato and an Aristotle, all alike gloried in the name of Socratic philosophers.

So far from insisting on the same stereotype modes of thinking and forms of speaking in all his pupils, the teacher should encourage all that variety of expression and action which suits their diverse natures, and which alone sets naturally and gracefully upon them. A machine can manufacture machines to order, all after exactly the same pattern; but it takes a man to educate men after the original and diverse patterns, according to which they were created.

6. Socrates put himself on the same level with his pupils; was himself as much a learner as any of them; assumed to know as little as any of them; and so, by that method of question and answer which has ever since been called the Socratic method, he sat down with them, as it were, and examined each topic, as if it were entirely new, — worked out each problem with them, as if he knew no better than they to what result it would lead.

The teacher should be always a learner, always an inquirer after new truths or new views of old truths; or, if he must in any instance travel in just the old beaten path, he should always travel it with the same fresh and eager curiosity, as if he had never travelled it before. He must never grow old in his methods, still less in his feelings and sympathies. In the province of teaching, and indeed in the whole realm of intellect, just as in the kingdom of heaven, he that would be greatest, must be constantly *becoming as a little child.*

7. Socrates put his mind in direct communication with the minds of his pupils. He taught them much that was in books — the whole range of literature and science — but he never taught it *from* or *with* books. He first appropriated, digested, incorporated, the knowledge of whatever kind with the very elements of his spiritual being; and having thus made it his own, he was then prepared to guide and aid his pupils in doing the same.

All influence that would be powerful, must be more or less personal. Mind must grapple directly with mind. Spirit must interpenetrate spirit.

8. In each conversation — lesson it might well be called — Socrates began with the simplest elements of the subject, took nothing for

granted, and never proceeded a step farther than the pupil understood and was prepared to give his intelligent and cordial assent. And thus he went on, adding question to question, and building one lesson upon another, like the series of demonstrations in Euclid's Geometry, till the pupil was master of the whole. He taught but one thing at a time, looked at that one thing in every possible light, brought up all the difficulties that were connected with it, and then returned to the starting point and went over the whole ground again in the additional light thus shed upon it. In short, he seems to have adopted the same method in which God taught the old world by the prophets, and indeed always teaches men by his providence and spirit; "line upon line, line upon line, precept upon precept, precept upon precept, here a *little*, and there a *little*."

And if there is any one thing in which great teachers have excelled more than in anything else, it is in this method of thorough and patient investigation adapted to the knowledge and capacity of the particular pupils now under instruction, and carried to any length that may be necessary, however great the apparent loss of time, and their repetition and review, re-repetition and re-review, till the whole science or subject, whatever it may be, is not only at their tongue's end, but inwrought into the very structure of their minds and part and parcel of themselves.

It will be seen at once that in order to the full and perfect application of these Socratic ideas and methods, the teacher must not have too many pupils; the school must be small, or must be subdivided into small classes. And this is greatly to be desired for many other reasons, among which we only specify the great value to each individual of the *process of personal recitation*, in giving him command of his faculties, readiness and felicity of expression, and, in general, executive power.

The Socratic method is especially adapted to private instruction and home education. There is nothing to prevent private tutors, governesses, and parents, (unless it be their own personal incompetency,) from adopting this method to the full. And this is one great recommendation of home education, especially for young children. With proper instruction in the Socratic method, they may learn to speak foreign languages just as they acquire their

vernacular tongue, and may drink in the arts and sciences just as naturally, almost as unconsciously, as they eat and drink and converse about the fireside.

These brief and disconnected ideas are thrown out, not as rules to be adopted without discretion and applied without discrimination, (for that were very un-Socratic,) but as hints, that can hardly be otherwise than food for thought to the reflecting, fruitful in suggestions to the wise, helps in self-education and in the education of others to discriminating and aspiring teachers, who would make the most of the best there is in them in one of the greatest and best of the professions.

W. S. T.

THE STEREOSCOPE AS AN EDUCATIONAL INSTRUMENT.

Among the articles communicated for the present number of the *Teacher*, our readers will find a very good one on the use of the Microscope in Schools. We propose now to say a few words on a kindred subject, viz.: the Stereoscope as an instrument in education.

It were not easy to enumerate the various uses of photography, nor to exaggerate its value among the useful or the beautiful arts. With scarcely less power than the electric telegraph, though in a very different manner, it triumphs over time and space. It is "the art that can immortalize," carried to such perfection as to preserve the exact image of departed friends, and yet made so economical as to be brought within the reach of the poorest families, all whose wealth is stored up in their affections. At the same time, it is the art of annihilating distance, or of travelling so rapidly, so easily, and so cheaply, as practically to amount to very much the same thing; or, to state the fact more exactly as it is, of gathering around you and bringing before you, as with a magician's wand, the countries and cities, the great men and the beautiful things of the remotest continents and islands of the sea. Moham-

med need no longer go to the mountain, but the mountains and rivers, the cities and villages, the persons and things of chief interest in all the world will come at his bidding and stand before him.

The stereoscope, as our readers are aware, by means of two pictures, corresponding to the two images which every object casts upon the retina of the eyes, presents, not a mere outline in perspective on a plane surface, but the solid substance, as it were, of the object itself, (whence the name, stereoscope,) combining the coloring of the painter's with the solidity of the sculptor's work, and so presenting the original in form and apparent substance, almost as it would appear to the eyes from the same point of view. It will be seen at once, that, of all illustrations addressed to the eye, which are of such value and interest in education, none can approximate so nearly to a sight of the original as stereoscopic views.

The writer has put this to the test of experience in his own recitation-room, in the department of classical antiquities — particularly of ancient sculpture and architecture — for, of all objects seen in the stereoscope, none lose so little of the aspect and coloring of real life as sculpture and architecture. Like other teachers in this department, we had been accustomed to resort to woodcuts and engravings in books, engravings of a larger size, and paintings, and recently photographs on the walls. We had also busts of the leading men of ancient times, casts of heads in sulphur or in plaster, and models of buildings and other antiquities in bronze. All these were interesting and instructive; they not only awakened curiosity and fastened attention, but they conveyed a far more clear, correct, and definite idea of these several objects of classical study than it would be possible to communicate by any other means than visible illustrations.

But the stereoscope, which we have recently introduced into the lecture-room, has thrown all these quite into the shade. The bronze model of "the Biga," for instance, (which has given name to one of the halls of the Vatican,) enables the student to get a right understanding of the structure of the war-chariot, as it was used in the Trojan war. But the stereoscopic view of the same object transports him at once into "the Hall of the Biga," and sets him down before the chariot and horses, as they are immortalized in that masterpiece of ancient art. The bronze model of the

Pantheon is, after all, a plaything on the shelf. The stereoscopic view of it is the Pantheon itself, as it stands, in its unfallen grandeur and almost unimpaired beauty, on the banks of the Tiber. The cast of the Laocoon, or the Apollo Belvedere, is an imperfect copy in cheap plaster, by an inferior, perhaps an unfaithful artist. The stereoscopic view is the living, speaking, and vainly struggling or gloriously triumphing marble.

Teachers and committees can judge better than ourselves; but we see no reason why stereoscopic views might not be introduced to considerable extent and with great advantage into common schools, and still more into high schools and academies, in teaching geography, history, architecture, sculpture, and the arts and sciences generally. Certainly, so far as they can be introduced, they would much surpass in accuracy and vividness of impression woodcuts and engravings in books, models on the shelves, or plaster busts and paintings on the walls. When a single object only is to be illustrated, the view may be put into a hand instrument and passed around the class. When a series of objects is to be represented, the members of the class can go in rotation to a larger instrument with revolving views. If there is no fit time or opportunity in connection with the recitation, they can look at them, with or without the teacher, individually, or in divisions, at a subsequent hour.

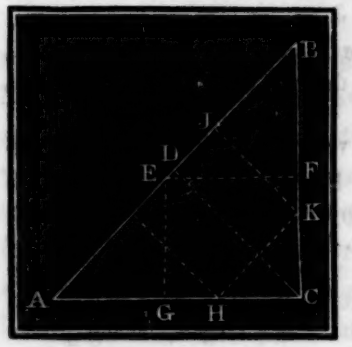
W. S. T.

GREAT MEN. — Homer was a beggar; Plautus turned a mill; Terence was a slave; Boethius died in jail; Paul Borghese had fourteen pounds trades, yet starved with them all; Tasso was often distressed for a few shillings; Cervantes died of hunger; Camcens, the writer of the "Lusiad," ended his days in an almshouse; and Vangelas left his body to the surgeons to help pay his debts. In England Bacon lived a life of meanness and distress; Sir Walter Raleigh died on the scaffold; Spencer died in want; Milton sold his copyright of "Paradise Lost" for £15, and died in obscurity; Dryden lived in poverty and distress; Otway perished of hunger; Lee died in the streets; Steele was in perpetual warfare with the bailiffs; Goldsmith's "Vicar of Wakefield" was sold for a trifle, to save him from the grasp of the law.

Mathematical.

SOLUTION OF NO. 11.

[In a right-angled triangle, the side of the greatest square inscribed on the base is 444, that on the hypotheneuse is 420. What are the sides of the triangle ?]



Let $x = AC$, $y = BC$, $z = AB$, and $v = DC$.

Then $\frac{xy}{x+y} = 444 = EF$,

(1) $xy = 444\,(x+y)$.

$\frac{vz}{v+z} = 420 = IH$,

(2) $vz = 420\,(v+z)$,

also $x^2+y^2 = z^2$ (3).

By similarity of triangles AB : AC = BC : DC, or $z : x = y : v$, or $vz = xy$ (4).

From (1) and (2), $444\,(x+y) = 420\,(v+z)$, or (5) $37\,(x+y) = 35\,(v+z)$.

Add $2xy = 2vz$ to (3), extract root, and $x+y = (z^2+2vz)^{\frac{1}{2}}$ (6).

Subtract $2xy = 2vz$ from (3), extract root, and $x-y = (z^2-2vz)^{\frac{1}{2}}$ (7).

Substitute in (5) the value of $x+y$ found in (6) and we have, $37\,(z^2+2vz)^{\frac{1}{2}} = 35\,(v+z)$, squaring, transposing, and adding, $144\,v^2$ to both members of this last, extracting the square root and reducing we have $z = \frac{25v}{12}$. By substitution in (6) and (7) $x+y = \frac{35v}{12}$, $x-y = \frac{5v}{12}$; from which $x = \frac{5v}{3}$, $y = \frac{5v}{4}$.

These values of x and y substituted in (1) give $v = 621\frac{3}{5}$; hence $x = 1036$, $y = 777$, $z = 1295$.

N. C.

SOLUTION OF NO. 12.

[At what point on the surface of the earth is the reduction of latitude greatest, the equatorial diameter being to the polar as 230 : 229 ?]

Put $x =$ tan. Lat., $y =$ tan. Geocentric Lat., and $u =$ tan. Reduction of Lat.

We have $x : y = A^2 : B^2$ (See Gummere's Ast. p. 39).

But $x = \frac{y+u}{1-yu}$; also $y = \frac{x-u}{1+xu}$, since Reduction = Lat − Geocentric Lat.

Whence, $x : \frac{x-u}{1+xu} = A^2 : B^2$; hence, $u = \frac{(A^2-B^2)x}{B^2x^2+A^2}$ = a maximum;

$\frac{du}{dx} = B^2x^2 - 2B^2x^2 + A^2 = 0$

$\therefore x = \frac{A}{B} = \frac{230}{229} =$ tang Lat. $\therefore$ Lat $= 45°\ 7'\ 29.4''$.

Again; $\frac{y+u}{1-yu} : y = A^2 : B^2$, $\therefore u = \frac{(A^2-B^2)\,y}{A^2y^2+B^2}$;

Whence, we easily find $y = \frac{B}{A} = \frac{229}{230}$;

$\therefore$ Geocentric Lat. $= 44° 52' 30''.6$,

and Reduction $=$ Lat $-$ Geocentric Lat $= 14' 58''.8$.

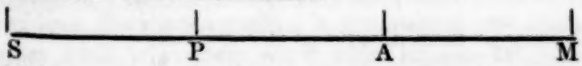
M. C. S.

NOTE. Had the ratio 3962.6 : 3949.6, instead of 230 : 229, been used, the results would have been nearer those given in the table, as is easily seen. ED.

SOLUTION OF NO. 3.

[Suppose a tunnel, 1 foot in diameter could be made from surface to surface, through the centre of the earth, and a grape-shot dropped into it from the surface, what would be its motion?]

This case is solved, in Smith's Calculus, in a very neat manner, pp. 178, 179. It can be shown that the force would decrease in proportion to the distance from the centre, the density of the earth being uniform, and attraction inversely as the square of the distance. Assuming this to be true, Mr. Smith finds $v = (g\,r)^{\frac{1}{2}}$, for the velocity of the body when it has arrived at the centre from the surface of the earth—"From this point the body, in virtue of the velocity acquired, will ascend on the other side of the centre to the surface of the earth again, having passed over a space $2r$, or the whole diameter of the earth. The body having thus arrived at the surface will return in the same manner to the point from which it first started, and will thus continue to vibrate forever." And for the time, "assuming $r = 3965$ miles, the time of falling from the surface, or *from any point*, to the centre is $21' 7\frac{1}{4}''$; and in passing through the whole diameter $42' 14\frac{1}{2}''$." The expression for the time not involving the distance, the time of arriving at the centre will always be the same, from whatever point the motion of the body commences—Resistance of air not considered.



Let SA $= a$, SM $= r$, SP $= x$, $g =$ gravity at surface M. S being the centre of the earth, A the point from which a body begins to fall within the surface, and P its place at the end of any time t, SM $= r$. Then for velocity at P, $g : \varphi :: r : x$, $\varphi = \frac{gx}{r}$; as the force acts to diminish x, the equation for the motion will be $\frac{d^2x}{dt^2} = -\frac{gx}{r}$; and for v, at any distance x from the centre, $v = \left(\frac{g}{r}\right)^{\frac{1}{2}} (a^2 - x^2)^{\frac{1}{2}}$; $x =$ ○ and $a = r$, $v = (gr)^{\frac{1}{2}}$.

Putting $x = o$, integrating for time, $t = \Gamma \left(\frac{r}{g}\right)^{\frac{1}{2}}$.

Again, Newton proved, if a quadrant were described with radius equal to that of the earth, an arc having g (16 1-12 ft.) for its versed-sine, would be to the quadrant, as 1 second, the time for falling 16 1-12 ft., is to the time required to fall through the semi-diameter of the earth. The arc of the earth, whose versed-sine is 16 1-12 ft., is $4' 16'' 5'''$; which is to the quadrant, as 1 to 1265.2. Therefore, the whole time of falling to the centre $= 1265.2 = 21' 5'' 12'''$.

NOTE. The answer to No. 7 may be found in the October number of the *Teacher*. The wants of the June number have not been supplied. ED.

Resident Editor's Department.

TEACHERS' MEETINGS.

The Norfolk County Teachers' Association held the twenty-fourth semi-annual meeting at Jamaica Plain, on the fourteenth and fifteenth of October. The attendance was large, and all the members were very hospitably entertained by the citizens of the place. There were three lectures given. The first was delivered on Friday, at the Eliot Hall, by C. C. Coffin, Esq., of Malden, on the interesting subject of *Astronomy*. The lecturer began by presenting Cosmogony as it was about A.D. 1500, when the idea that the earth was round was considered a heterodox notion. He then traced the progress of this science down to the latest discoveries, and illustrated his explanations with well-selected diagrams. The second lecture was given in the evening, at the Unitarian Church, by Rev. James Freeman Clark, Professor S. R. Calthrop, of Bridgeport, Conn., who intended to lecture, being absent on account of sickness in his family. Mr. Clark spoke of *The Moral Influence of a Teacher*, and stated two extreme cases. In one of them, the government was thorough and rested upon the influence of the teacher's mind and soul over the mind and soul of the pupil; in the other case, government was faulty and unstable because it was based solely or mainly upon the influence of brute force over fear. The lecturer then spoke very impressively of a government which combined love with reason and firmness; of personal habits of the teacher; of direct moral teaching, and of religion. The third lecturer was Rev. H. F. Lane, of Dorchester. He compared the field of education with a large factory. It was not his intention to speak of technicalities, which are needed by those who work in the upper stories, or those parts of the establishment usually shown to visitors. He would descend to those localities which, though seldom inspected by outsiders, are most essential, because they contain the motive power. Having defined the true object of education, the lecturer spoke of *the motive power of successful teaching*, and considered separately, as such, the comparative and absolute value of expediency, duty, and love,—dividing the latter into love of money, praise, country, of man as man, and of God. Two subjects were discussed: *How far should scholars be required to join in the religious exercises of the school?* and, *Is a rigid classification advisable in our public schools?* Messrs. Charles Ansorge, Newcomb, and Rev. Mr. Quint, who spoke on the first question, agreed in declaring themselves against compulsion of any kind,—the last speaker giving a great deal of useful information with regard to the recent troubles in some of the schools of the city of New York which he had visited recently. The second question was discussed by Messrs. Dodge, Newcomb, Grosvenor, Hall, Ansorge, and Hagar. A number of new subscribers to our periodical were obtained, and a plan agreed upon by which subscriptions should be

obtained for the erection of a statue of Horace Mann. On the whole, this meeting was one of the most interesting ones ever held in this county.

ESSEX COUNTY TEACHERS' ASSOCIATION.—A large delegation of teachers from Salem and the vicinity was travelling, on the fourteenth of October, to the convention to be held at Danvers. The number of teachers in attendance was over three hundred; and the Maple-street Church, where the meetings were held, was often so well filled that many had to stand. The lectures were able and interesting, the discussions spirited and practical. Dr. Kelley, of Newburyport, lectured on "*The Two Atmospheres of the School-Room*,"—the physical and the religious. The first part of this lecture was an earnest and able plea for an abundance of pure air in the school-room. The prevalent alarm respecting over-work in schools, was believed to be mainly a false alarm. The great evil is not that the intellect is overtasked, but that the demands of the physical nature are neglected. The second part of the lecture was a still more earnest argument for the exclusion of all religious services and instructions from the public schools. Gen. Oliver lectured on "*The Allurements which a well-educated Teacher can hold out to induce Study in his Pupils.*" Solomon, Aristotle, Bacon, Newton, La Place, King Alfred, William the Conqueror, Henry the Eighth, Edward the Sixth, and others, were made to pass before the listeners in historic panorama; Geometry, Geology, and Astronomy furnished the illustrations. The lecture was abounding in learning and wit. Dr. G. B. Emerson's lecture upon "*The Life and Educational Services of Horace Mann*," was a loving and fitting tribute to this great public benefactor. The lecturer, in sketching the aims of Mr. Mann, presented also his own ideal of the teacher and a system of popular education. The early struggles, the manly labors, the ardent philanthropy, the unflagging zeal, the heroism, successes, and wide influence of Mr. Mann, were graphically depicted, and his claim to a nation's gratitude impressively urged.

Among those who took part in the discussions, were Messrs. Greenleaf, of Bradford; Cowles, of Ipswich; Oliver, of Lawrence; Batchelder and Moore, of Lynn; Putnam, of Haverhill; Merrill, of Newburyport; Vaill, of Gloucester; and Batchelder, Crosby, and Hubbard, of Salem. Mr. Bigelow, of the Framingham Normal School, was present as a delegate from the Middlesex County Teachers' Association, and addressed the meeting. The following Resolution was adopted:

Resolved, That, in the opinion of this Association, the duty of instructors "to impress on the minds of children and youth committed to their care" the moral virtues specified in Ch. 23, Sec. 7, of the Revised Statutes, and "the daily reading of some portion of the Bible," enjoined in Ch. 410, of the Statutes of 1855, should be regarded by the teachers of this Commonwealth as in the highest degree essential to their success in securing the benefits of our system of public instruction.

The officers elected for the year ensuing were:—W. C. Todd, of Newburyport, President; J. A. Shores, of Haverhill, Vice President; L. P. Brickett, of South Danvers, Recording Secretary; A. Crosby, of Salem, Corresponding Secretary; E. Valentine, of Marblehead, Treasurer; and W. J. Rolfe, of Lawrence, A. J. Saunders, of Groveland, W. K. Bell, of Ipswich, J. R. Baker, of Beverly, N. Hills, of Danvers, and J. F. Brown, of Salem, Councillors.

MIDDLESEX COUNTY TEACHERS' CONVENTION.—The teachers of this county held their semi-annual meeting on October 14th and 15th, in the Town Hall at

Somerville. There was a good attendance, all parts of the county being represented. The members assembled on Friday at 9 o'clock, A. M., for the purpose of renewing old acquaintance and exchanging social greetings. The Association was called to order at 10 o'clock. After prayer had been offered, G. O. Brastow, Esq., welcomed the teachers to the homes and hospitalities of the people of Somerville. The records were then read, a new Secretary was chosen, and Isaac F. Shepard, Esq., of Somerville, introduced as the Lecturer. He commenced by speaking of the zeal and enthusiasm that should characterize the lives of American teachers, and then discussed the subject of teaching. His idea was, that children should not go to school until ten or twelve years of age. A school should never be larger than an ordinary family; he was opposed to classification. He looked forward to the good time coming when there would be no school, but when the parents would consider it the highest honor they could receive to educate in the highest degree possible their own offspring. The last part of the lecture referred to physical and moral training at school. This lecture started a very animated and interesting discussion, which lasted during the rest of the forenoon and the afternoon session. Messrs. Sheldon of Newton, Palmer of West Cambridge, W. A. Stone of Woburn, Sprague of Milton, Rev. Dr. Stebbins of Woburn, Morse of Charlestown, and E. P. Stone of Woburn, were the principal speakers. Mr. Bigelow of Framingham gave a teaching exercise. The evening meeting was devoted to music, speeches, social greetings, and formed a very attractive feature of the convention.

On Saturday forenoon there was a discussion on "*Reading*," in which Messrs. Knapp, Babcock, and Dr. Knights, of Somerville, E. P. Stone of Woburn, Allen of Newton, and Kimball of Dorchester, participated. Miss Gunderson of Boston, gave a practical specimen of her method of teaching reading. The subject of "*School Legislation*" was then discussed, and the following resolution passed:

Resolved, That the school legislation of 1859, pertaining to the abolition of the District System, meets the hearty approval of the teachers of Middlesex County.

Another resolution in commemoration of Horace Mann was offered, and unnanimously passed. After the customary resolves of thanks the meeting was adjourned.

Franklin County Common School Association.—The annual meeting of this association was held at Conway, October 21st. and 22nd. The discussions did not lack originality or warmth, and the varied exercises of the occasion were richly enlivened with the interspersion of some excellent music by the choir. The introductory invocation was offered by Rev. J. D. Chaplin, of Conway; after which, the secretary reported the proceedings of the last meeting, followed by the report of the treasurer, which was accepted. A discussion upon the subject, "An increased interest on the part of parents necessary to a more rapid improvement in our common schools," was opened by S. T. Field, Esq., of Shelburne Falls, followed by Gen. Oliver of Lawrence, E. Smith of Sunderland, S. C. Wilder of Hadley, Cressey of Shelburne Falls, Rev. William Howland of Conway, F. G. Howes of Ashfield, and others. The question, "How many hours a day should children in primary schools be confined to their studies?" was opened by the president, D. O. Fisk, followed by J. G. Longley, Esq., of Hawley, Gen. H. K. Oliver, Rev. Mr. Rice, S. C. Wilder of Hadley.

The evening session was opened with prayer by Rev. William Howland, of Conway, and music by the choir, when the following board of officers were elected :— President, D. O. Fisk, Shelburne; Vice-President, Rev. George Adams, of Conway; Secretary, Darwin Barnard, of Shelburne; Treasurer, D. H. Newton, of Greenfield; Directors, Rev. W. F. Loomis of Shelburne Falls, Rev. W. Brigham of Ashfield, Eugene Field of Charlemont, J. M. Smith of Sunderland, and E. B. Parsons of Greenfield; Auditors, William Elliot of Greenfield, and S. T. Field of Shelburne Falls.

There were two lectures given, one in the evening, the other on Saturday morning. Gen. Oliver's address was a noble production, and received the closest attention of all the listeners. His subject was, "*Allurements to Learning*," as a means in the hands of teachers to induce to study. The lecturer spoke of the necessity of personal, close, persistent study on the part of teachers, to enable them to use the advantages they will thus gain in inducing study on the part of pupils. Study, as a general rule, was not the fixed habit of the majority of educators. Possessing, as they believe, stock on hand sufficient for the general purposes of their day-by-day work, they remain contented, and add nothing to it. The result of which is, they soon find their resources dried up and exhausted, when no waters of instruction will well-up to slake the thirst of the nurslings of knowledge.

Some teachers supply to their young starvelings, the merest wishy-washy porridge, a single rib of lean mutton in an ocean of water, — and such must always be the case where the teacher is not a *student*.

Every department of learning is filled with matters interesting and alluring; and these may, and should be, taken up and used by educators to win their pupils onward from the alphabet up to the higher mathematics. They abound at every stage, and the well-educated educator will not fail to possess himself of them as useful means, and tools of trade, so to speak. He need not fear that by excess of learning, if such a thing be possible, he shall become arrogant and presumptive, for every acquisition he shall make will but show him that there is vastly more beyond, and a vastness to which no effort of the human intellect can ever attain.

H. A. Pratt, A. M., of the Suffield School, Ct., in a highly practical and interesting address, spoke of "*the advantages to be derived from the cultivation of talent for literary composition.*" He regarded them, 1st, in a pecuniary view; 2nd, as a source of power, both for personal advantage and benevolent effort; 3d, as a means of intellectual culture; and 4th, as a source of happiness.

The following subjects were also discussed by members of the convention: "*How far can Oral Instruction be used to advantage as a substitute for Text-Books in our Schools?*" "RESOLVED, *That the Massachusetts educational legislation of* 1859 *was inexpedient.*" This last subject started a warm and spirited debate, which was continued past the ordinary hour of adjournment; but the vote of the association seems to have not been taken on the adoption or rejection of the resolve. This meeting is spoken of as having been one of the most pleasant and profitable ones ever held by the Association.

THE proceedings at the last meetings of the *American Normal School Association*, will be published in a separate pamphlet.

MEETING OF THE DIRECTORS OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

A MEETING of the Directors of this Association was held in Boston, November 12th, 1859.

A. P. Stone of Plymouth, President of the Association, occupied the chair. Ten members of the Board were present, also the Chairman of the Finance Committee of the Association, and Treasurer of the Association.

Mr. Charles Hutchins, Chairman of the "Finance Committee," gave a report of the finances of the Association, which was accepted and placed on file.

By this report, the total income of the *Massachusetts Teacher* for the year is $3,250.25.

Total expense, ... $2,693.36.

Balance in favor of the *Teacher*, ... $556.89.

Besides this balance, there is still on the list of unpaid subscriptions the sum of $700.

Voted, on motion of William E. Sheldon, that Mr. Charles Ansorge be employed to report the doings of the State meeting to be held at Newburyport.

Mr. Josiah A. Stearns, of the Finance Committee, offered a minority report, signed by himself and Charles Ansorge, speaking in the highest terms of the fidelity and success with which the Chairman of the Finance Committee, Mr. Charles Hutchins, has performed his duties, and recommending that the Board make a substantial acknowledgement of these services.

This report was accepted, and placed on file. In accordance with the above report, it was unanimously

Voted, That the Board tender Mr. Hutchins the sum of $100, in token of their appreciation of his fidelity and ability in managing the finances of the *Massachusetts Teacher* during the past year.

Voted, on motion of Mr. Kneeland, that the sum of ten dollars be given to William H. Davis, the office boy, for his faithfulness in the discharge of his duties.

Mr. Benjamin W. Putnam offered a Treasurer's Report of the *Massachusetts Teacher*, which was referred to an auditing committee.

On motion of Mr. Hagar,

Voted, that the President be authorized to purchase, of Mr. Samuel Cooledge, the remaining back numbers of the *Teacher*, and the "Transactions" of the Association, (which he offers for sale,) for a sum not exceeding fifteen dollars.

Voted, That the President be requested to make an abstract report of the finances of the *Teacher* to the Association.

Voted, That the Treasurer be requested to give a Treasurer's Report of the finances of the *Teacher* before the Association.

Adjourned.

LEMUEL C. GROSVENOR,

Recording Secretary.

MEETING OF THE DIRECTORS OF MASS. TEACHERS' ASSOCIATION.

A MEETING of the Board of Directors of the Massachusetts Teachers' Association was held at the Merrimac House, in Newburyport, on the 22nd of Nov., 1859.

Sixteen members were present.

Voted, That ten members shall constitute a quorum for the transaction of business.

Voted, That the Finance Committee for the ensuing year shall consist of five members.

Messrs. Charles Hutchins of Boston, Charles Ansorge of Dorchester, C. Goodwin Clark of Boston, William E. Sheldon of West Newton, and O. F. Bryant of Dedham, were appointed on this committee.

Voted, That the resolution passed by the Association with regard to extending the circulation of the *Massachusetts Teacher*, be referred to the Finance Committee.

The following gentlemen were appointed as a Board of Editors for the coming year: Admiral P. Stone of Plymouth, Ariel Parish of Springfield, Professor A. Crosby of Salem, James A. Page of Boston, Jonathan Kimball of Dorchester, William T. Adams of Boston, William E. Sheldon of West Newton, George N. Bigelow of Framingham, John D. Philbrick of Boston, Benjamin W. Putnam of Boston, B. G. Northrop of Saxonville, C. C. Chase of Lowell.

Voted, That Charles Ansorge of Dorchester, be reappointed as Resident Editor for the coming year, and that his compensation be $250.

On motion of Mr. Hammond, it was voted, that the Treasurer shall pay out no money belonging to the Association without an order from the President.

Voted, That the sum of seventy-five dollars be paid by the Association towards the rent of the Teachers' rooms in Chauncy Street for the present year, and that the sum of one hundred and twenty-five dollars be appropriated for the same purpose for the ensuing year.

Voted, That the President, A. P. Stone, and the Treasurer, James A. Page, be appointed a committee to obtain a renewal of the State appropriation.

Adjourned.

LEM'L C. GROSVENOR,
Recording Secretary.

☞ The Teachers' Institute of Rhode Island convened on the 25th of October in Providence, and remained in session until the 28th. The exercises have given general satisfaction. Rev. Mr. Manning of Boston, delivered an address on "The indebtedness of Republicanism to the Bible, and the right and duty of Republican States to place the Bible in their schools, inasmuch as the object of the public schools is to perpetuate the State." Other addresses have been delivered by George Sumner Esq., of Boston, and Dr. J. B. Chapin, School Commissioner.

☞ Our friends will notice that our advertisements never encroach on the regular reading matter of the *Teacher*. Each number contains forty (and the present forty-eight) pages of reading matter, making a volume of about 500 pages.

The advertisements of G. & C. Merriam, and Hickling, Swan, & Brewer, which, in former numbers, have occupied pages on our cover, are to be found in the pages of our advertising sheets of this number.

ANNUAL MEETING OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE FIFTEENTH ANNUAL MEETING of the Massachusetts Teachers' Association was held in Newburyport, at the City Hall, on Monday and Tuesday of November 26th and 27th.

MONDAY AFTERNOON.

The meeting was called to order by the President, Mr. A. P. Stone of Plymouth, and the Throne of Grace was addressed by Rev. S. J. Spaulding, of this city. The President then introduced to the numerous audience Edward S. Mosely, Esq., Chairman of the School Committee, who, in behalf of the School Committee and the teachers of this city, tendered the members of the Association a hearty welcome.

Newburyport, said he, owes originally its existence, as a corporate town, to her interest in public instruction. The principal reason of the unanimous desire for a separation from Newbury, with which she had been connected for more than a century and a quarter, was the difficulties and disputes which arose in regard to the management of public affairs, more especially of schools. The people by the water side were desirous of better schools and more of them than was thought necessary by their suburban townsmen, and the Legislature, on application, favorably listened to their grievance, and gave them a separate charter, at what expense may be gathered from the uncouth account of it given by Lord Timothy Dexter in his "Pickle for the Knowing Ones," who, though one of the craziest of mortals did not become so for the same reason which he assigns as the cause of insanity, that of being overburdened with much learning. He says, "finely they got their ends answered, the seaport called Newburyport, 600 acres of land, out of 3000 acres of good land, so much for mad people, but learning makes them mad, if they had kept together they would have been the sekent town in this State, about half of Boston."

One of the first proceedings of the people at the first town meeting held after the receipt of the charter was to appoint a committee to take into consideration the condition of public instruction, and to devise the means to meet its wants. They subsequently reported within a little more than a month after the act of incorporation, "that at least three large schools should be provided and maintained in said town," and add at the close, in words worthy of being inscribed in the preamble of every constitution of freemen, as the foundation on which their liberty is based, their great Magna Charta, which outvies that extorted at Runnymede, "that as the inhabitants have now the long-desired privilege of being well served with schools, etc., we think it proper that the public schools should be honorably supported."

This report was accepted and its recommendations adopted — nor has the interest then evinced by the fathers for one moment flagged in the breasts of their descendants. From that time until the present moment, no appropriations for municipal purposes have been so cheerfully made, none more freely asked, than those for the support of public education.

The thickly settled portion of Newbury, from which she had been divorced nearly a century before, has within a few years applied for a reunion with the people by the water side, principally on the ground of their desire to share in the benefit to be derived from their public schools, and with the sanction of the Legislature, who were called upon to unite them, for the same reasons, in part, which led to their separation; the union was ratified, forming now a united city, with no diversity of opinion on the subject which so long since divided them.

In this connection, I desire to state what I deem a remarkable circumstance, and probably without a parallel in any place of the same size in the Commonwealth, —

that there is not a private school, either for males or females, excepting for children of tender years within the boundaries of the city, and, with but two or three exceptions, no children are seeking an education elsewhere. All of every station depend solely upon the means of instruction afforded by the public schools; and in a community like this no better evidence could be adduced of their excellence.

I have not mentioned these facts in any spirit of laudation, but with the view of showing you, gentlemen and ladies, that you have selected a place for your deliberations which is fully alive to the benefits of public education, and among a people who have always accounted their most vital interests inseparably connected with the cause of sound learning.

Alexander the Great placed such a high estimate on the value of knowledge and education, as to say that he was as much indebted to his instructor, Aristotle, for giving him his learning, as to his father, Philip, for giving him his existence, since to the one he was indebted for living, but to the other for living well. In the same spirit of recognition we esteem the occupation of a teacher who fully realizes his responsibilities as second to none other. We therefore fully sympathize with you in every object designed to elevate the profession and increase its usefulness. In holding your convention here we hope to profit by the information we shall gain from your experience, and desire for ourselves to participate in and help forward every movement which is calculated, as your Association is, to further the best interests of education and, consequently, of humanity.

I conclude by again bidding you welcome, though you need not the expression in words, for, in the language of an old author, "worth is ever at home and carrieth its own welcome with it."

The President thanked the speaker for this welcome, and then delivered his

ANNUAL ADDRESS.

FELLOW TEACHERS: — We have come together this afternoon, for the Fifteenth Annual Meeting of our Association. We meet in the good old county of Essex, — a county whose fame is as old and as honorable as her history, — a county well known for the excellence of her schools and her school-teachers, — a county in which was formed one of the first associations of practical teachers in this country, (if not the first in the world,) and which still exists in full vigor and usefulness, — a county, several of whose devoted teachers were, in coöperation with others, instrumental in proposing and forming this the first State Teachers' Association, and who were among the most active and efficient of its early supporters and laborers. We meet in a city which claims for its sons and daughters, men and women not unknown to the world of letters, — a city whose schools have enjoyed the labors of a PAGE and a WELLS, and a city well known for the hospitality of its people. Allow me to congratulate you, most cordially, on the occasion of our assembling under circumstances of such interest and endearment.

Since our last gathering, another year, laden with its duties and responsibilities, its cares and anxieties, and abounding, also, with its enjoyments and blessings, and its many tokens of encouragement, has brought us onward to another mile-stone in life's journey. How fully and how well the duties of that year, now past, have been performed, or what golden opportunities for usefulness, as teachers, may have been lost to us and to the world forever, is a subject for individual examination and reflection. The record of the year is now closed — its experiences furnish useful lessons for us for the future; and the part of wisdom in us, will be to heed well and profit by their teachings. In very many respects the past year has been an eventful one to the cause of education in our county, and one of especial interest to the practical teacher.

The legislation of our own Commonwealth, in its bearings upon its educational institutions, has been highly important. *Some* of it, we are compelled to say, has been remarkable, to say the least. We cannot here examine the enactments in detail, and will only allude to two or three of the most important ones.

The legislation, in regard to the district system and the mode of employing

teachers, was a consummation long desired and labored for by some of the best educators in Massachusetts. From that measure, intelligent friends of public schools anticipated great good. But the laws have been repealed, and that, too, within six months from the time they received the executive approval. This was done by the same body who passed the laws, and without giving them even the beginning of a trial. This is a subject upon which I am aware there is a difference of opinion, and I do not purpose to discuss it here; although it is a subject upon which teachers, at all proper times, and in all proper places, ought to express their opinions; and in regard to which they ought to give tone to public sentiment, as indeed they ought to do upon all matters pertaining to their profession and work. It cannot have failed to impress you as a very singular spectacle, to see the assembled wisdom of the Old Bay State retracing their steps with such precipitate haste, and eating their own words; still, however, declaring that, in their honest convictions, the laws were wholesome, much needed, and would be productive of great good to the schools!

But we trust great good will yet come out of it. Possibly the time has not yet arrived for the final decision of so important a measure.

To answer the ends of legislation, laws should be enacted in obedience to the demand for them, and just so fast and so strong as public sentiment will approve and support them. It is not, however, customary for reformers to wait for the uncertain tide of popular fickleness and prejudice. They lead, but do not follow. I have great confidence in the public sentiment of Massachusetts. Her schools are among the dearest objects of her solicitude and watchful care. And if that public sentiment is properly enlightened, we may reasonably hope that our school system will not be suffered to want that support which shall adapt it fully to the demands of the age. Of that system, thus far in its history, it may be said that its practical workings and the actual conditions of the schools have kept pace with the statute-book better than in any other state. This is enviable praise in its favor.

The provision for the prospective increase of the school fund, or the aid furnished by the Commonwealth to several of our colleges and higher institutions of learning, is gratifying evidence of an increasing interest and regard on the part of our people for the diffusion of knowledge, and for a system of education, the completeness of which shall not only carry the elements of knowledge to every man's door, but shall also hold out facilities and inducements for a liberal culture.

But the crowning act of the Commonwealth, in the way of public encouragement to popular learning, is the establishment of the Museum of Comparative Zoology at Cambridge, under the immediate directorship of Prof. Agassiz, now the prince of living naturalists. In the scope and magnitude of its design, it is an honor to the State, and to the few hard-working friends of natural science who have been so greatly instrumental in bringing about its commencement. If the completion of its organization, and its subsequent management, shall be directed by the same enthusiasm and wisdom displayed in its beginning, it will be a lasting monument of individual and public patronage of popular science; and will mark, for the admiration of posterity, the authors of this great benefaction, and the year 1859, which witnessed its inception. The terms of its foundation, the relation between the government and our public educational institutions, and the offer of Prof. Agassiz to make it immediately and practically available to actual teachers, are all guarantees that its advantages will not, as is the case with similar institutions in some countries, be confined to a select few, but that its influences in promoting the study of natural science will or may be felt, directly or indirectly, by every child in the Commonwealth.

The educational meetings in our own State during the year may be regarded as tokens of encouragement. So far as my own observation has extended, (and I have made it a matter of special and personal attention,) the semi-annual meetings of our several county associations have been fully attended, and their exercises have been, in an unusual degree, of that practical nature which makes them immediately beneficial to the working teacher and which gives evidence on the part of teachers

that they are alive to their own interest and improvement. The same has been true, to a considerable extent, of the various other educational meetings in our State during the year, and I may add, also, of those throughout New England and other States.

It is a noticeable and an encouraging fact, that the public press has been not only willing but anxious to give full accounts of all these meetings, showing, unmistakeably, an increasing interest on the part of the reading public in the deliberations of those practically engaged in the work of teaching.

The subject of moral instruction, in its various forms and bearings, has been during the year prominently before teachers and the public. Some light, perhaps, has been thrown upon the duties and rights of teachers and others in this matter, although much ignorance, misunderstanding, and prejudice still exist. It is gratifying to know that it is receiving a larger share of respectful consideration.

I am not aware that any active member of our Association has deceased during the year. But many shining lights among the educators of this and other countries have finished their labors here and have passed away from earth. The Hon. Horace Mann, long an earnest, self-sacrificing, and successful laborer in the cause of public education in our State is one of that number. He entered upon the Herculean task of improving our common school system at a time when theapathy and indifference of the people upon the subject were discouraging in the last degree. But he was eminently qualified for a work of that kind. He labored with a devotion and a persistency of purpose that can be known only to those who were witnesses of his struggles and his triumphs. Like all of us he had his faults; for good and bad are we all. His works will live after him. The gratitude of those who appreciate his labors and his worth proposes to erect a monumental statue to his memory. Let the sculptured marble perpetuate his name and deeds; but the proudest monument to Horace Mann, is to be found in the common school system of Massachusetts, so much improved by his labors.

I may mention, also, the names of Benj. A. Gould of Boston, whose labors as an author and as a teacher are well known to all classical teachers; Prof. Young of Dartmouth College, and Prof. Olmstead of Yale College, both eminent as teachers in physical science, and especially in astronomy and mechanical philosopy; Prof. Hare of Philadelphia, one of the earliest men of note, in science, in our country; and Hon. Wm. Slade, who has furnished the great West with so many efficient teachers.

Abroad, we have witnessed the death of Prof. Nichol of Scotland, an eminent astronomer; and of Ritter, the greatest geographer of the age. Last and greatest, Humboldt has ceased from his earthly labors, after attaining a good old age, and shining for more than a generation as the central sun of the scientific luminaries of the world.

As teachers, we cannot fail to regret the decease of these co-laborers, and others whom I have not time to mention. They have aided us by their shining example, and by their labors, — the results of which are to be found everywhere in our textbooks and in the literature of our country.

The Reports of the Treasurer, which will soon be laid before you, will give you the gratifying evidence that our Association has finished another year of its existence with its pecuniary health unimpaired and with a good measure of constitutional vigor for its prospective labors and trials. For this gratifying result, we are greatly indebted to the good judgment and skill of him who has held our purse-strings and of our Finance Committee, all of whom have labored gratuitously and attended to their duties with a fidelity that could not have been surpassed had they been engaged at a large salary or occupied with their own private affairs with the prospect of large and frequent dividends for their reward.

The Board of Directors will also submit their Report, from which, among other matters, you will learn that our journal, the *Massachusetts Teacher*, has been successful during the year, having fully sustained itself pecuniarily, and received gratifying commendations from journals and the friends of education in other States.

Although this journal receives a fair support from our own reading (and, of course, successful) teachers, it has, nevertheless, not that number of readers to which its claims entitle it as the organ of *Massachusetts teachers*. It may not be modest in me to assert that every person in this Commonwealth engaged in the instruction of children and youth ought to subscribe for and read the *Massachusetts Teacher*; but I have no delicacy or hesitation in declaring my own convictions that it is a foregone conclusion that every such person who expects to be successful in teaching ought to read some kind of journal devoted to the interests of the profession. If, then, such being the fact, there are any good reasons why Massachusetts teachers should not support and read their own journal in preference to others, I humbly submit that it is the duty of such persons, in the absence of their names from our subscription-books, to make those reasons known, that we may coöperate with them in adapting the *Teacher* to their wants. How those engaged in the business of teaching — an occupation in which we need so much light to aid us — can fail or neglect to read a professional journal, and still compromise with compunctions of conscience, is a mystery which to me, in my ethics, is past finding out.

At our last annual meeting, my predecessor called the special attention of the Association to several matters of great importance to us as teachers, as well as to the cause of education in general. The subject was left in the hands of an able committee, whose report will be presented at this meeting, and which I commend to your careful consideration.

It is time, fellow teachers, for us to take a more active interest in whatever pertains to the position and prospects of our profession. If we claim for our calling a fuller recognition of its importance and rank, — if we claim a greater pecuniary compensation for our services, and a more hearty and cordial sympathy and support from our patrons and the public, — we must establish those claims before the world, by our own merits as teachers and as men and women. We may be so fortunate as to be nephews, or nieces, or cousins german to the Superintendents or members of the Committee who employ us, all of which may be of great service to us in obtaining our situations, and our orders on the town or city treasuries; but if we rest our merits on such mere accidents, our success will not only be problematical but highly improbable. Such a dishonorable position, too often occupied by teachers, does not command or deserve the respect of the public for us or our occupation. We must do more for ourselves. We do our share of fault-finding with the world for its failure to appreciate our labors and trials; but complaints of this kind come with very poor grace from those who are so surprisingly indifferent to their own interests and comforts. If we fail to be appreciated, it may be well for us to inquire whether, as things now are, the blame is not as often chargeable to ourselves as to others. The public, in their treatment of us, will be governed very much by that old maxim, that "the gods help those who help themselves."

Teachers must do more for themselves and for each other; they must do more for the literature of the profession; they must read and write for teachers' journals, and should read and study works specially devoted to their work. At meetings like this, they should not be mere auditors, but should participate in the exercises. Teachers should seek to become better acquainted with each other..

The Programme for this meeting is before you. Remember that we are convened as the Massachusetts Teachers' Association. That Association has a reputation. Let it be sustained on this occasion.

Reading of the Records by the Secretary.

The following gentlemen were appointed a Committee for nominating officers for the ensuing year, viz:

Messrs. Page of Boston, Hagar of Jamaica Plain, Wilson of Taunton, Cornish of Plymouth, Hammond of Groton, Mansfield of Cambridge, Sheldon of Newton, Todd of Newburyport, Knapp of Somerville, Sprague of Worcester, Hutchins of Boston, Babcock of Somerville, Stone of Woburn, Stearns of Boston.

The Treasurer, Mr. B. W. Putnam, then submitted his annual report, from which it appeared that the amount of money in his hands at the close of this year, was $256,21.

The Report of the Chairman of the Finance Committee on the *Massachusetts Teacher* was also read.

Messrs. Kneeland of Roxbury, Sheldon of Newton, and Hammond of Groton, were appointed to audit this account, and reported subsequently that, in performing their duty, they had found that the accounts had been accurately kept; one voucher being missing, which was accounted for by the Treasurer, as having been destroyed when the Quincy school-house, in Boston, was burned. This Report was accepted, and a vote of thanks offered to Mr. Putnam, who expressed his desire not to be considered as a candidate for re-election.

The Directors made a report in regard to the *Massachusetts Teacher*, showing its last year's receipts to have been, $3250.25, and expenditures, $2693.36, giving a balance in favor of the *Teacher* of $556.89. Its present aspects are $1065.98, and its liabilities $934.28, leaving it a balance of $131.70.

Mr. Chas. Hammond of Groton, renewed a motion made at the last annual meeting, that the Constitution be amended by striking out the words "who with the President and Secretaries" from Article 7, and insert in their place the words: "all of whom." The amendment was accepted.

On motion of Mr. D. B. Hagar, the following subject was taken up for discussion:

"*How can Teachers best promote the Physical Culture of their Pupils?*"

Mr. W. E. Sheldon of Newton, spoke first. Within the last twelve months, teachers have been charged with neglecting too much physical culture of their pupils. An article in the last September number of the *Atlantic Monthly* used even the word "murder." The consequences of many causes were laid at the door of our School Education. It is universally admitted that something should be done for the improvement of the health of children. Public schools are not boarding-schools; the scholars of the former are confined to the school-room but for a part of their time, eighteen hours out of twenty-four being spent under the immediate supervision of parents and guardians. More attention ought to be paid to the laws of Hygiene, which require pure air, properly warmed, proper ventilation, avoiding draught, not too long a confinement to the same room or the same posture of the body; and a systematic distribution of the scholar's time, which secures regular recesses and time for bodily exercise. It is not always beneficial to have scholars of all classes mingled up in their plays. The gymnasium and the playground, judiciously used, offer excellent means for the promotion of health. Swimming, skating, sleighing, base ball, cricket, and other games furnish a sufficient variety through the year. The country offers more strengthening, useful and interesting labor to children than the city. Much attention ought to be given to a careful selection or proper regulation of dress, food, and sleep of children. On these important points, however, teachers can only suggest, not govern.

Mr. Nathaniel Hills of Danvers, maintained that pale faces are caused more frequently in sleeping apartments, parlors, and at dining tables, than by the exercises in the school-room.

Mr. L. C. Grosvenor of Dorchester, thought that not only teachers but also pupils should be well informed in Natural Sciences, and their bearing upon Hygiene. This latter branch will remain unpopular with the great mass of the people, till English words are substituted for many scientific terms. Hygiene might be taught best in popular lectures. The teacher may sometimes take part in the plays of the boys and girls, and give and receive much pleasure if he comes not as a dictator, but as a participant. It is well to take pupils out into the fields, or to places of interest, and combine useful instruction with healthful exercise.

The Convention then adjourned to 7 o'clock, P. M.

EVENING SESSION.

The Association was called to order by the President, at seven o'clock. The subject for discussion was: "*What Kind of Moral Instruction, and to what Extent, is contemplated by the Constitution and Statutes of this Commonwealth?*"

Mr. G. B. Emerson commenced by remarking that this subject was an important yet neglected one. He then read the 7th Section, 23rd Chapter, Revised Statutes, and considered first, what kind of moral instruction was required. "Piety, justice, and a sacred regard to truth," are the principal duties toward our Maker, our fellow-men, and ourselves. Next are mentioned, "Love to our country, humanity, and universal benevolence." The other virtues enumerated are less comprehensive. "Industry"; at present, everybody seems to shirk off labor. "Manliness,' which consists in sustaining one's self and family by honest work. "Frugality;" after Christ had fed the multitude, he commanded his disciples to collect the fragments. The surest foundation of prosperity and happiness is a strict observance of duty. Though, on the whole, we are progressing, in detail there is a great deal of cheating and superficiality. If the laborer, mechanic, merchant, or teacher cannot be trusted, our society will undermine its own foundation. The law states to what extent moral instruction should be given, when it says that teachers should "exert their best endeavors," thus making capability the only limit. How shall it be done? The only way for the teacher is to impress the idea of God upon the child so that it cannot depart. This idea, if well formed and fixed in the child's soul, would work almost miracles. Desire for information, inclination to all that is divine and pure, and the will to act good, can only be implanted by a teacher who is himself a good man, and teaches not only by words but also by example.

The hour assigned for discussion having expired, the topic was laid on the table.

On motion of John P. Averill of Boston, gentlemen who are not members were invited to participate in the deliberatations.

After a short recess, Mr. John Kneeland delivered a lecture on "*The End of Teaching*," which was listened to with marked attention.

TUESDAY MORNING SESSION.

Notwithstanding the inclemency of the weather, a large assembly had gathered at 9 o'clock A. M. The opening prayer was offered by Rev. A. B. Muzzey of this city.

The Association then proceeded to the choice of officers for the ensuing year. The following gentlemen were chosen:

President — A. P. Stone of Plymouth.

Vice Presidents — Thomas Sherwin of Boston, William C. Todd of Newburyport, George N. Bigelow of Framingham, Jonathan Kimball of Dorchester, E.

Hervey of New Bedford, A. H. Cornish of Plymouth, B. G. Northrup of Saxonville, William Russell of Worcester, E. A. Hubbard of Easthampton, C. C. Chase of Lowell, James Tufts of Monson, Daniel Mansfield of Cambridge, Charles Hutchins of Boston, Robert Morrison of Nantucket.

Recording Secretary — Lemuel C. Grosvenor of Dorchester.

Corresponding Secretary — John E. Horr of Brooklyn.

Treasurer — James A. Page of Boston.

Counsellors — Charles Hammond of Groton, Ariel Parish of Springfield, John Kneeland of Roxbury, Josiah A. Stearns of Boston, Homer B. Sprague of Worcester, D. B. Hagar of Jamaica Plain, George Allen, Jr., of Boston, Charles Ansorge of Dorchester, James S. Eaton of Andover, W. A. Stone of Woburn, W. E. Sheldon of West Newton, Cephas Brigham of West Dedham.

Mr. D. B. Hagar of Jamaica Plain, from a Committee appointed last year to consider the subject of the district system and a different method of employing teachers, reported that the Committee thought further legislation on these subjects at present not advisable. They wished, however, that the trust might be continued to them another year. The report was adopted, and leave granted.

Prof. A. Crosby of Salem, made a statement with regard to the proposed monument to the memory of the late Horace Mann. An appointed committee has obtained leave from the Legislature to erect a statue of him on the State House grounds. It has been thought better to obtain the required funds from many and small donations, than to rely on the liberality of a few rich individuals. Messrs. Charles Fox of Boston, and L. C. Grosvenor of Dorchester, were prepared to receive any contributions which friends might make.

Mr. J. Morton of Plymouth, was against the heathen idea of building monuments to the prophets. We shall honor Horace Mann most by following his example, and carrying on the work he left unfinished.

Prof. A. Crosby, if limited to either imitating or honoring Horace Mann, would not hesitate a moment; but it seemed to him that in this case we ought to do one thing and permit our fellow men to do voluntarily the other.

Mr. G. B. Emerson of Boston said: Monuments have a powerful influence in encouraging the young to imitate those to whose memory they were erected. Let France and England remember their warriors; we will commemorate really great men, among whom Horace Mann stands in the front ranks. His "*Massachusetts System of Common Schools*" is a work alone sufficient to preserve his name.

Mr. Charles Hammond of Groton, was in favor of postponing the erection of a statue a few years.

The Discussion on "*The Uses and Relations of Amusements to the Regular Work of the School*," was opened by

Mr. Chas. Hammond of Groton. He said: The business of the school is work, amusement is simply relief, and serves for recreation. The child is a playing being, and opportunities for playing should be given; but the teacher's time and energy are too precious to be spent for such purpose.

Mr. Benjamin Greenleaf of Bradford, was in favor of some exercise at recess, but against treating children's plays scientifically. Children want to play to please themselves, not others.

Mr. B. G. Northorp of Saxonville, thought that time might be economized and much gained by the teacher's taking the lead, provided it was done and accepted with a hearty good will. At Andover, the most honored Professor of Theology stands foremost as a skater.

Mr. H. H. Babcock of Somerville, mentioned some instances which illustrated the practical effects of a well regulated system of school amusements.

Mr. Walton of Lawrence, knew from personal experience, that scholars feel more attached to the teacher, and are kept from using profane language, if the latter meets the former in a cordial way upon the playgrounds.

Mr. Coles of Ipswich, wished that more money might be expended for playgrounds. Schools containing scholars of maturer age require large playgrounds with trees, seats, and a brook or pond. During the summer months lessons might be given in the open air. These and other improvements, however, will not be carried out till the position of teachers is made more permanent, so that plans may be conceived and carried out which extend beyond the limits of a single term or school year.

Mr. I. H. Nutting of Holliston, said that in this discussion a distinction ought to be made between mental recreation and strengthening physical exercise. The body is more intimately connected with the mind, and exerts a greater influence over it than we are accustomed to suppose. Fat, phosphorous, and oxygen, constitute brain, and are the physical measure of mental powers. Recesses in school are needed not only for recreation and change of position, but also for getting more oxygen. The teacher need not necessarily been gaged in the play. Commanded play produces naturally as little mental recreation or muscular strength, as penance in the Catholic church is likely to produce real repentance.

The subject was then laid on the table and a short recess taken, after which the President announced that the following telegraphic despatch had just arrived:

"Carriage failed me, I shall remain at home disconsolate. John D. Philbrick, Boston."

Prof. A. Crosby of Salem moved that Mr. Philbrick be invited, by telegraph, to come to Newburyport in the noon train, and deliver his lecture in the afternoon. Accepted.

LECTURE BY REV. A. H. QUINT.

Rev. Alonzo H. Quint of Jamaica Plain, Member of the Massachusetts Board of Education, delivered a lecture on "*The Public Schools in New York City.*" This lecture was full of interesting statistics, important historical facts, of conclusions drawn from personal observation, and closed with a comparison between the schools of New York City and those of Boston and Massachusetts.

Adjourned.

TUESDAY AFTERNOON.

At the opening of the meeting at two o'clock

Mr. D. B. Hagar of Jamaica Plain, made some statements with regard to the publication of the *Massachusetts Teacher.* The value of this educational periodical is acknowledged by subscribers, publishers, men of learning, and by the press throughout the country. He verified this by reading several extracts from private letters. The financial affairs of this journal are now in a better condition than ever

before; and if a few hundred subscribers, partly teachers in high official stations had fulfilled their duty by paying their due subscriptions, amounting to the sum of seven hundred dollars, the *Massachusetts Teacher* would now be entirely free from debt. Not more than one-fourth of the teachers in this State do anything for its support; and if lawyers, physicians, ministers, farmers, and mechanics, have their professional periodicals, because they need them, every live teacher in this State ought not only to read, but also to support *at least one educational journal.* We cannot offer love-stories or silly anecdotes, nor do we copy much from other kindred journals, but our periodical has offered and will continue to offer original articles relating to the teacher's peculiar wants. There are teachers who find fault with our journal; such fault-finding, however, has often been found to be not *the cause*, but *the consequence*, of reading or supporting *no educational periodical whatever.* The volumes of the past twelve years show that the columns of the *Massachusetts Teacher* have always been open to useful propositions and real improvements.

The following resolution was then offered by Mr. Hagar, and unanimously adopted:

Resolved, That the Directors of the Association be directed to take measures for receiving the services of at least one person in each town in the Commonwealth in aid of the subscription-list of the *Massachusetts Teacher.*

The time for the lecture having arrived,

Mr. W. C. Todd of Newburyport, moved that Rev. A. B. Muzzey of this city be invited to lecture before the Association at this time. Accepted.

After a short recess, Rev. A. B. Muzzey of Newburyport delivered a lecture on "*Moral and Religious Education,*" which was well appreciated by all who heard it.

Mr. I. H. Nutting inquired whether the gentleman who lectured in the forenoon was in favor of using the Bible in Common Schools, or not?

Rev. Alonzo H. Quint answered, that he wished the Bible used in schools, not as a reading-book, nor as a book of instruction, but as a devotional book. The principal duty of the teacher is to develop the minds of the pupils and set them a good example in every way; but instruction in religion does not belong into our public schools.

Mr. W. C. Todd wanted to get a positive and unconditional answer to the following question: "Does Rev. A. H. Quint like the law as it now stands?"

Rev. A. H. Quint: "Personally I like it, but I know that the evil produced by it will be greater than the good obtained. As long as the law stands I will cheerfully obey it; yet, I cannot help wishing its alteration for the sake of the general good."

On motion, it was voted not to take up the topic assigned for discussion this afternoon.

Voted, not to take from the table the amendment to the Constitution, moved a year ago by Mr. H. B. Sprague of Worcester.

Voted, to invite Rev. Mr. Fletcher of Newburyport, to address the Convention at 7 o'clock in the evening. Adjourned.

EVENING SESSION.

Rev. B. Fletcher having been introduced by the President to the audience, said, that he had visited many schools in France, Sardinia, Switzerland, Naples, Lombarby, — in parts of Germany and in Brazil. He had paid his attention not only

to schools in large cities, but also to those in humble villages. Yet after all he had not found what he can find, and does find at home. In moral standing our teachers are superior, and in general, they are the best in the world. An interesting and minute description of schools in Switzerland and parts of France was then given, and the address was closed with a general view of the state of education in Brazil.

LECTURE BY ELBRIDGE SMITH, ESQ.

At half-past seven o'clock, Elbridge Smith, Esq., Principal of the Free Academy at Norwich, Conn., was introduced as the lecturer for the evening. He spoke nearly an hour and a half on "*The Place which Christianity should occupy in Christian Education.*" The lecture was listened to with the closest attention, and received the universal approbation of the audience.

After the lecture, Mr W. E. Sheldon of Newton, moved to adjourn at quarter past nine o'clock, and then stay for half an hour and enjoy social intercourse. Accepted.

Mr. Charles Hammond of Groton, offered resolutions of thanks to the Georgetown, Newburyport and Eastern, Old Colony and Fall River Rail Road Companies, for free return tickets granted to the members of this Convention; to the Government and the School Committee of this city for the free use of the City Hall and their generous welcome; to those gentlemen who have favored us with lectures at these meetings; to the citizens of this city for the generous hospitality of their homes, which have been so kindly and so liberally opened for our entertainment and comfort; and to Mr. B. W. Putnam, for his long and faithful services as Treasurer of this Association.

Mr. W. E. Sheldon of Newton, seconded the resolutions.

Mr. D. B. Hagar of Jamaica Plain, did the same, calling the attention of the Association to the services Mr. B. W. Putnam had rendered for six consecutive years; that he had spent time from an hour to a full afternoon each week, gratuitously; had advanced money when there was none in the treasury; and although a sum of about $10,000 had passed through his pocket, not a single dollar had stuck there.

The vote was passed unanimously.

Mr. W. C. Todd of Newburyport, was much pleased that these meetings had been held in this city. The only drawback we had experienced, had been the inclemency of the weather. Henceforth teachers and citizens of this place would feel more interest in this Teachers' Association.

On motion of Mr. J. A. Stearns of Boston, a vote of thanks was passed to Mr. and Mrs. Charles Ansorge, and Mr. Charles Hutchins, for their efficient services rendered to the *Massachusetts Teacher.*

The President stated that letters had been received from Hon. George S. Boutwell, Secretary of the Massachusetts Board of Education, and Mr. James Cruikshank of Albany, Editor of the *New York Teacher*, in which these gentlemen expressed their regret at being prevented from attending this Convention.

The Association then adjourned *sine die*, by singing to the tune Old Hundreth: "Be thou, O God, exalted high," etc.

NEW SUBSCRIBERS. — We send this number of the *Teacher* to some who are not now subscribers. We trust that the returning mail will authorize us to pay them a monthly visit during the year. Our friends will confer a very great favor by sending us, immediately, a full list of all the teachers in their respective towns. We desire the name of every teacher, in every grade of schools; and any teacher who will send us the list in his town will receive our thanks.

ADVANCE PAY. — It is very desirable that the *Teacher* be now placed strictly on the basis of *advance* pay. Subscribers will confer a favor by remitting, during the present month, for 1860.

☞ The present number is accompanied by a valuable list of publications of many distinguished publishing firms in the country, engaged in the publication of school books. Teachers, School Committee men, and parents, will do well to look carefully over our advertising pages. We do not believe that the influence exerted in the promotion of education by the energy and ability of our publishing houses, is even now fully recognized. Thanks are due to them that we have in every department of science or instruction such a choice of books as enables us to adopt those which are best adapted to our schools of every grade and condition. No able teacher is disturbed by the multiplicity of text-books. Let the publishers publish whatever they can, the public will finally adopt that which is best calculated to accomplish the desired end.

☞ A list of all the books which have been noticed within the last year in this journal will be found in this number.

We call attention to the advertisement of Mrs. L. A. Hutchins, Teacher of Penmanship and Pen-Drawing, announcing her change of rooms to 24 1-2 Winter-St.

BOOK NOTICES.

LECTURES ON MENTAL AND MORAL CULTURE. By SAMUEL P. BATES, A. M., Superintendent of Public Instruction, Crawford County, Pennsylvania. New York: A. S. Barnes & Burr.

These Lectures were prepared for Teachers' Institutes, and addressed to mixed assemblies of teachers and citizens, such as are usually found at the evening sessions. They are, consequently, not designed for the exclusive reading of teachers, but will benefit any attentive reader. In lectures on education we cannot always expect striking novelty, but we have a right to expect instruction, elevation, and warmth. These qualifications we find in these Lectures, combined with a simple style of writing, and recommend them warmly to teachers, parents, clubs, and lyceums. The nine lectures treat the following subjects: "Dignity of the Teacher's Profession; The Boyhood of Napoleon; The Power of Spoken Thought; Vocal Culture; The Study of Language; The Means and Ends of Education; Popular Education; The Education of the Moral Sensibilities; Education and Democracy, the True Basis of Liberty." The Publishers have done their best to make the volume attractive.

THE HIGHER CHRISTIAN EDUCATION. By BENJAMIN W. DWIGHT, Author of "*Modern Philology: its History and Results.*" New York: A. S. Barnes & Burr. 1859.

This is another volume of the "*School Teacher's Library,*" published by the enterprising, well-known firm of A. S. Barnes & Burr. The contents of this work are variegated and yet unique, as the following outlines show: "1. The True Work of the Higher Christian Education. 2. Its True Style and Measure. 3. The True Christian Teacher. 4. The True Christian Scholar. 5. The Connection of the Higher Christian Education with the Progress and Privileges of the People." A few extracts from this book, in the foregoing pages, will show its spirit and style. No teacher or parent can read it attentively without being elevated by it.

ENTERTAINING DIALOGUES, designed for the use of Young Students in Schools and Academies. By CHARLES NORTHEND, A. M. New York: A. S. Barnes & Burr. 1859.

The compiler of this collection is well known, and respected by many as a man of learning, system, and experience. This book will be used to advantage as well at the fireside as in the school-room. The dialogues have been selected with strict regard to good morals, and are highly instructive and amusing.

BAIL'S DRAWING SYSTEM.—*The Human Head.* A correct delineation of the Anatomy, Expressions, Features, Proportions, and Positions of the Head and Face, with numerous plates and explanatory text. By LOUIS BAIL, graduate of the Royal Academy of Fine Arts in Munich. Published by the Author, New Haven, Conn.

This System contains sixty-four plates of the human head and face, with explanatory text in a pamphlet form.

In our High Schools and Seminaries, where drawing is taught, this work must be useful. The simple outlines, by their accuracy and delicacy, are made to express every passion of the mind. They give ample evidence of having been drawn by a master of the art.

To those who are seeking subjects for practice in drawing the human face, we would recommend Professor Bail's system.

HIGHWAYS OF TRAVEL; OR, A SUMMER IN EUROPE. By MARGARET J. M. SWEAT. Boston: Walker, Wise, & Co. 1859.

A well written record of sight-seeing during a summer tour in Europe, written by a lady, who had laid her plans beforehand and was determined to make the best of every thing. She traveled inFrance, Belgium, Holland, Germany, Switzerland, Italy and England during three months and a half, and owing to such flying visits the authoress gives too often a mere enumeration of places visited, instead of a lifelike description of objects, customs, or incidents.

MANUAL OF GEOLOGY. Designed for the use of Colleges and Academies. By EBENEZER EMMONS. Illustrated by numerous engravings, principally from American Specimens. Philadelphia: Sower, Barnes, & Co. Boston: R. S. Davis & Co. New York: A. S. Barnes & Burr. 1860.

This manual will make its mark. The arrangement of the material is excellent, the statements are brief yet comprehensive, and the 218 well chosen and finely executed illustrations are taken mostly, if not exclusively, from the field of American Geology. Much attention has been given to classification and to fossils. The

author requires of the student a certain amount of information in chemistry, botany, and mineralogy; much field information derived directly from observation; also that collections should always be made, and notes taken on the spot, detailing all the important phenomena a locality may furnish.

A MANUAL OF LATIN GRAMMAR FOR THE USE OF SCHOOLS. Intended especially as a *First Grammar*; and to be used preparatory to the study of the more copious and complete Grammar of Andrews and Stoddard. By E. A. ANDREWS, LL. D. Boston: Published by Crocker & Brewster. 1859.

The author is the son of the distinguished linguist, and has prepared this work as an introduction to the large Grammar mentioned, using mainly the same phraseology, illustrations, and divisions, as used in the larger work. The book has been prepared with a great deal of care, and, under the guidance of a judicious teacher, will assist the beginner greatly in acquiring the first rudiments of a classical language.

ANALYTICAL ARITHMETIC: an Introduction to Normal Arithmetic. Designed for Beginners. By SILAS L. LOOMIS, A. M., M. D. Philadelphia: J. B. Lippincott & Co. 1860.

We have experienced a great deal of satisfaction in examining this school-book. It combines Mental and Written Arithmetic; gives plenty of exercises, but leaves the work of explaining in a great measure to whom it belongs — the teacher. It is strictly American, inasmuch as it gives only the legal weights and measures of the United States. The author's "Hints to Teachers," and the way he treats his subject, show the experienced teacher, and recommend this little book to the consideration of live teachers. We are sorry for not having seen the author's "Normal Arithmetic," which has been highly spoken of by several of our Exchanges.

THE LITTLE SPELLER; or, *First Round in the Ladder of Learning*. By WILLIAM W. SMITH, Principal of Grammar School Number One, New York. New York: A. S. Barnes & Burr. 1859.

Another new spelling-book, with plenty of little cuts which may serve for oral exercises. The type is very clear and the cuts are well executed, but rather slightly connected with the text.

INTELLIGENCE.

The Legislature of this State has passed resolutions by which permission is given that a statue of Horace Mann be placed on the grounds of the State House, opposite that of Daniel Webster. Subscriptions for the statue are solicited. —— The total number of students in all the departments of *Harvard University* is 839. There are 15 resident graduates, 21 divinity students, 75 scientific students (exclusive of the resident graduates and members of the other professional schools, who attend the scientific lectures), 140 medical, and 166 law students. The undergraduates number 434. There are 107 Seniors, 84 Juniors, 112 Sophomores and 128 Freshmen. To the several departments of the University the State of Massachusetts sends 518 students, of whom 147 are from Boston and 64 from Cambridge —New York sends 55; Maine, 22; New Hampshire, 44; Vermont, 12; Rhode Island, 5; Connecticut, 11; New Jersey, 5; Pennsylvania, 23; Maryland, 9; Virginia

3; District of Columbia, 3; North Carolina, 9; South Carolina, 3; Georgia, 5; Alabama, 4; Illinois, 6; Indiana, 8; Mississippi, 4; Missouri, 10; Louisiana 4; Kentucky 9; Tennessee, 2; Michigan, 1; Iowa, 4; Wisconsin, 6; and California, 1. There are, also, 15 from the British Provinces, 1 from Jamaica, 1 from France, 3 from the Sandwich Islands, 2 from Fayal, 1 from Yucatan, 1 from Panama, and 1 from Prussia.

TICKNOR & FIELDS of Boston have become the publishers of the *Atlantic Monthly*. This magazine is to continue under the same editorial management as heretofore — J. Russell Lowell being Editor in chief, and Dr. Palmer the New York Editor. —— The *Mathematical Monthly*, established one year since, has begun its second year. It has retained its former Editor, but is published now by the well-known school book firm, Ivison & Phinney, in New York. This excellent journal has maintained a high character, and the Editor's promise that, during the coming year, more attention will be given to the elementary and educational branches than was done in the first volume, will be welcomed by a large class of readers. The typography is unexceptionable, the paper heavy and fine, and the cuts are well executed. Price, $3.00 per annum. —— The third number of *Barnard's Quarterly American Journal of Education*, published in September, contains rich material. 1. Portrait and Biography of Philip Lindsley, D. D., late President of the University at Nashville. 2. History of German Universities, by Karl von Raumer, (continued). Published also separately, on page 403 of our October number. 3. Memoir of Gustav Fredrich Dinter. 4. Students' Societies in German Universities. 5. James McGill, and the University of McGill College. With portrait. 6. Contributions to the improvement of Universities. By Carl von Raumer. 7. Boston Public Library. 8. Joshua Bates of Boston. 9. The True Order of Studies. Third article. By Rev. Thomas Hill. 10. Assistants and Disciples of Pestalozzi. 11. Parochial School System of Scotland. — Enough of excellent material for one year's study. —— The Third *Catalogue of Boscawen Academy* and Elmwood Literary Institute, at Boscawen, N. H., shows that the institution is in a prosperous condition. Jonathan Tenney, M. A., is the Principal and Proprietor. —— We have received the Catalogue of Amherst College for 1859–60. The faculty numbers sixteen professors and teachers and two hundred and forty-two students.

CONNECTICUT. — The anniversary exercises of the tenth graduating class of the State Normal School took place at New Britain during the first week of October. The class, consisting of eleven ladies and six gentlemen, is said to be one of much promise.

ERRATA. — Page 343, in the last list of words, read "*diaphaneity*" for "*diaphneity*;" page 344, second column of words, read "*Shrievalty*" for "*Shrievality*;" page 346, last list of words read "*resilience*" for "*rescience*;" and page 346, first line, after "origin" insert: "except *die*, *fie*, etc., before named." Page 394, line 39th, read "*His*" for "*his*;" page 395, line 1st, read "*deep-seated*" for "*deep-tested*;" page 395, line 6th, read "*to*" for "*of*;" page 395, line 16th, read "*unequalled*" for "*unqualified*."

☞ A. S. Barnes & Burr offer a choice collection of books for sale.